

AGENDA

REGULAR SCHOOL BOARD MEETING

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

March 24, 2015

6:00 P.M.

THIS MEETING IS OPEN TO THE PUBLIC

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

ITEMS FOR CONSENT

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

- a. February 17, 2015, 10:00 a.m. – Special School Board Meeting/Workshop
- b. February 24, 2015, 4:30 p.m. – School Board Workshop
- c. February 24, 2015, 6:00 p.m. – Regular School Board Meeting
- d. March 3, 2015, 6:00 p.m. – Student Hearing

ACTION REQUESTED: The Superintendent recommends approval.

6. PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions) **SEE PAGE #8**

- a. Personnel 2014 – 2015

ACTION REQUESTED: The Superintendent recommends approval.

7. BUDGET AND FINANCIAL TRANSACTIONS

- a. Budget Amendment Number Three – **SEE PAGE #10**

Fund Source: 434 (RTTT) Funds

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

b. Budget Amendment Number Four – **SEE PAGE #14**

Fund Source: 410 School Food Service

Amount: \$207,391.58 NSLP Equipment Assistance Grant
\$35,702.32 from fund balance

ACTION REQUESTED: The Superintendent recommends approval.

c. Budget Amendment Number Five – **SEE PAGE #17**

Fund Source: 420 (Federal) Fund

Amount: \$19,666.86

ACTION REQUESTED: The Superintendent recommends approval.

d. School Board Truth In Millage (TRIM) Timetable – **SEE PAGE #23**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

e. Resolution 14-10 Implementation of GASB 54 Provisions – **SEE PAGE #24**

Fund Source: N/A

Amount: N/A – procedural issue

ACTION REQUESTED: The Superintendent recommends approval.

8. AGREEMENT/CONTRACT/PROJECT APPLICATIONS

a. 2015 – 16 Letter of Agreement for Participation in the Power Buying Group (PBG) **SEE PAGE #26**

Fund Source: 410 Food Service

Amount: Savings on commodities and other food service supplies

ACTION REQUESTED: The Superintendent recommends approval.

b. Contract between Gadsden County Schools and Sivic Solutions Group, LLC **SEE PAGE #31**

Fund Source: General Fund Medicaid Revenues

Amount: Minimal – claiming service fixed quarterly price of \$175 per quarter with a maximum yearly cost of \$700; Fee For Service has a monthly price of \$400 for yearly reimbursements to the District of up to \$50,000.

ACTION REQUESTED: The Superintendent recommends approval.

- c. Professional Consulting Services on two contracts **SEE PAGE #44**
Fund Source: General Fund
Amount: \$11,603.80 – HRSA Grant
\$16,534.00 – Magnet School Initiative
ACTION REQUESTED: The Superintendent recommends approval.
- d. Federal Programs Purchase Orders - **SEE PAGE #51**
Fund Source: Federal
Amount: \$454,244.75
ACTION REQUESTED: The Superintendent recommends approval.
- e. Crossroad Academy Charter School’s Student Population – **SEE PAGE #58**
Fund Source: N/A
Amount: N/A
ACTION REQUESTED: The Superintendent recommends approval.
- f. The School Board of Gadsden County, Contract with Independent Contractor Lanicia Arnwine – **SEE PAGE #60**
Fund Source: IDEA dollars
Amount: \$45.00 (per hour for actual hours worked)
ACTION REQUESTED: The Superintendent recommends approval.
- g. Energy Conservation Consulting Services – **SEE PAGE #67**
Fund Source: N/A
Amount: \$19,200 monthly
ACTION REQUESTED: The Superintendent recommends approval.
- h. Affiliation Agreement with Tallahassee Memorial Hospital – **SEE PAGE #78**
Fund Source: N/A
Amount: N/A
ACTION REQUESTED: The Superintendent recommends approval.
- i. E-RATE and Technology Services Contracts for Funding YR 2015-16 **SEE PAGE #98**
Fund Source: N/A
Amount: N/A
ACTION REQUESTED: The Superintendent recommends approval.
- 9. STUDENT MATTERS – **SEE ATTACHMENT**
 - a. Student Transfer Request – See back-up material
ACTION REQUESTED: The Superintendent does not recommend approval.

- b. Student Expulsion – See back-up material
Case #61-1415-0051
ACTION REQUESTED: The Superintendent recommends approval.
- c. Student Expulsion – See back-up material
Case #62-1415-0051
ACTION REQUESTED: The Superintendent recommends approval.
- d. Student Expulsion – See back-up material
Case #63-1415-0051
ACTION REQUESTED: The Superintendent recommends approval.
- e. Student Expulsion – See back-up material
Case #64-1415-0051
ACTION REQUESTED: The Superintendent recommends approval.
- f. Student Expulsion – See back-up material
Case #66-1415-0051
ACTION REQUESTED: The Superintendent recommends approval.
- g. Student Expulsion – See back-up material
Case #67-1415-0051
ACTION REQUESTED: The Superintendent recommends approval.
- h. Student Expulsion – See back-up material
Case #68-1415-0051
ACTION REQUESTED: The Superintendent recommends approval.
- i. Student Expulsion – See back-up material
Case #70-1415-0051
ACTION REQUESTED: The Superintendent recommends approval.
- j. Student Expulsion – See back-up material
Case #71-1415-0051
ACTION REQUESTED: The Superintendent recommends approval.
- k. Student Expulsion – See back-up material
Case #72-1415-0051
ACTION REQUESTED: The Superintendent recommends approval.

- l. Student Expulsion – See back-up material
Case #73-1415-0051
ACTION REQUESTED: The Superintendent recommends approval.
 - m. Student Expulsion – See back-up material
Case #74-1415-0051
ACTION REQUESTED: The Superintendent recommends approval.
 - n. Student Expulsion – See back-up material
Case #75-1415-0231
ACTION REQUESTED: The Superintendent recommends approval.
 - o. Student Expulsion – See back-up material
Case #76-1415-0051
ACTION REQUESTED: The Superintendent recommends approval.
 - p. Student Expulsion – See back-up material
Case #77-1415-9102
ACTION REQUESTED: The Superintendent recommends approval.
 - q. Student Expulsion – See back-up material
Case #78-1415-0051
ACTION REQUESTED: The Superintendent recommends approval.
 - r. Student Expulsion – See back-up material
Case #83-1415-0211
ACTION REQUESTED: The Superintendent recommends approval.
10. SCHOOL FACILITY/PROPERTY
- a. HRSA Grant – Modular Buildings for Health Clinics - **SEE PAGE #195**

Fund Source: HRSA Grant
Amount: \$283,941.00

ACTION REQUESTED: The Superintendent recommends approval.

11. EDUCATIONAL ISSUES

- a. School Field Trip Requests (Out-of-State) Havana Elementary School
SEE PAGE #213

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- b. School Field Trip Requests (Out-of-State) James A. Shanks Middle School
SEE PAGE #231

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- c. School Field Trip Requests (Out-of-State) St. John Elementary School
SEE PAGE #238

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- d. PreK – 12 Adopted Courses – **SEE PAGE #249**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- e. Teacher Evaluation Model 2014 – 2015 – **SEE PAGE #334**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- f. Principal/Assistant Principal and Non-Classroom Instructional Staff
Evaluation Tool 2014 – 2015 – **SEE PAGE #416**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

12. CONSIDERATION, PROPOSAL, AND/OR ADOPTION OF ADMINISTRATIVE
RULES AND RELATED MATTERS

- a. Request to Advertise – Notice of Intent to Amend a Policy – **SEE PAGE #624**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

13. FACILITIES UPDATE

14. EDUCATIONAL ITEMS BY THE SUPERINTENDENT

15. SCHOOL BOARD REQUESTS AND CONCERNS

16. ADJOURNMENT

The School Board of Gadsden County

Reginald C. James

**SUPERINTENDENT
OF SCHOOLS**



"Building A Brighter Future"

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QUINCY, FLORIDA 32351
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FAX: (850) 627-2760
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March 24, 2015

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

Dear School Board Members:

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

Item 6A Instructional and Non-Instructional Personnel 2014-2015

The following reflects the total number of full-time employees in this school district for the 2014-2015 school term, as of March 23, 2015.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees March 2015</u>
Classroom Teachers and Other Certified	120 & 130	444.00
Administrators	110	50.00
Non-Instructional	150, 160, & 170	401.00
		895.00

Sincerely,

Reginald C. James
Superintendent of Schools

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

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

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

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

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

AGENDA ITEM 6A, INSTRUCTIONAL AND NON INSTRUCTIONAL 2014/2015**INSTRUCTIONAL**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Fuller, Corey	EGHS	Behavior Specialist/Head Football Coach	03/02/2015
Hodgen, Cortney	EGHS	Teacher	02/25/2015
Stubbs, Sherri	SSES	Teacher	02/27/2015
Tanner, Latasha	EGHS	Teacher	02/25/2015
Wattley, Nekeshier	JASMS	Teacher	02/25/2015

NON-INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Baxter, Lakacha	GEMS	Ed. Paraprofessional	03/09/2015
Monroe, Chenell	Transportation	Bus Attendant	02/23/2015

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

<u>Name</u>	<u>Location/Position</u>	<u>Beginning Date</u>	<u>Ending Date</u>
Rivera, Josie	HES/Teacher	03/23/2015	06/04/2015

OUT OF FIELD

<u>Name</u>	<u>Location</u>	<u>Area of Certification</u>	<u>Out of Filed Area</u>
Hodgen, Cortney	EGHS	Social Science 6-12	ESE
Wattley, Nekeshier	JASMS	Physical Education	ESE

D.R.O.P. RETIREMENTS

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Hester, Lillian	GBES	Teacher	03/12/2015

TRANSFERS

<u>Name</u>	<u>Location/Position</u>	<u>Location/Position</u>	<u>Effective Date</u>
	<u>Transferring From</u>	<u>Transferring To</u>	
Evans, Keysha	Transportation/Bus Driver	EGHS/SFS Worker	03/12/2015
Hemmingway, Judith	GEMS/Teacher	GBES/Teacher	03/12/2015
Lewis, Rodney	EGHS/JROTC Instructor	WGHS/JROTC Instructor	03/23/2015
Thomas, David	WGHS/JROTC Instructor	EGHS/JROTC Instructor	03/23/2015

Substitutes

<u>Teacher</u>
Jones, Creshenda

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7a

DATE OF SCHOOL BOARD MEETING: March 24, 2015

TITLE OF AGENDA ITEMS: Budget Amendment Number Three

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for this budget amendment that removes the budgeted balance of 2,548.42 from RTTT-Evaluation Monitoring grant that is closed. It also establishes a 75,000.00 budget for the RTTT Professional Development for Digital Learning grant and adjusts and amends the Race to the Top grant by function and object.

FUND SOURCE: 434 (RTTT) funds

PREPARED BY: Kim Ferree

POSITION: Assistant Superintendent for Business Services

Supporting documentation for this requested budget amendment is available in the business office for inspection.

Gadsden County School Board
434 (ARRA Race To The Top) Fund Appropriations
Budget Amendment Number
Three

434 FUND							
FUNCTION/ OBJECT		BEGINNING BUDGET 2/20/2015		BUDGET AMENDMENT NUMBER THREE		BUDGET BALANCE 2/20/2015	
5100	100	\$	-	\$	52,390.65	\$	52,390.65
K-12 Instructional	200	\$	-	\$	(4,219.27)	\$	(4,219.27)
	300	\$	-	\$	(6,330.91)	\$	(6,330.91)
	500	\$	-	\$	55,239.96	\$	55,239.96
	600	\$	-	\$	30,023.00	\$	30,023.00
	700	\$	-	\$	(182.00)	\$	(182.00)
FUNCTOTAL		\$	-	\$	126,921.43	\$	126,921.43
5200							
Exceptional	100	\$	-	\$	2.96	\$	2.96
	200	\$	-	\$	5.84	\$	5.84
FUNCTOTAL		\$	-	\$	8.80	\$	8.80
5300							
Vocational	100	\$	-	\$	-	\$	-
Technical	200	\$	-	\$	2.78	\$	2.78
FUNCTOTAL		\$	-	\$	2.78	\$	2.78
5500	100	\$	-	\$	0.92	\$	0.92
Pre-Kindergarten	200	\$	-	\$	12.60	\$	12.60
FUNCTOTAL		\$	-	\$	13.52	\$	13.52
5900							
Other Instruction	100	\$	124,000.00	\$	(124,000.00)	\$	-
	200	\$	17,994.80	\$	(17,994.80)	\$	-
FUNCTOTAL		\$	141,994.80	\$	(141,994.80)	\$	-
6100							
Pupil Personnel Service	100	\$	-	\$	0.32	\$	0.32
	200	\$	-	\$	4.95	\$	4.95
	300	\$	-	\$	0.81	\$	0.81
FUNCTOTAL		\$	-	\$	6.08	\$	6.08
6200							
Instructional	100	\$	-	\$	0.98	\$	0.98
Media Service	200	\$	-	\$	17.45	\$	17.45
	300	\$	-	\$	-	\$	-
FUNCTOTAL		\$	-	\$	18.43	\$	18.43

**Gadsden County School Board
434 (ARRA Race To The Top) Fund Appropriations
Budget Amendment Number
Three**

6300						
Instructional	300	\$	-	\$	4,841.07	\$ 4,841.07
Curriculum Dev.	700	\$	-	\$	1,566.57	\$ 1,566.57
FUNCTOTAL		\$	-	\$	6,407.64	\$ 6,407.64
6400	100	\$	50,000.00	\$	(52,838.24)	\$ (2,838.24)
Instructional	200	\$	-	\$	1,468.71	\$ 1,468.71
Staff Training	300	\$	142,373.29	\$	(102,770.04)	\$ 39,603.25
	500	\$	-	\$	11,140.48	\$ 11,140.48
	600	\$	-	\$	14,107.60	\$ 14,107.60
	700	\$	-	\$	7,322.99	\$ 7,322.99
FUNCTOTAL		\$	192,373.29	\$	(121,568.50)	\$ 70,804.79
6500	300	\$	-	\$	5,077.00	\$ 5,077.00
Instructional	500	\$	-	\$	-	\$ -
Related	600	\$	-	\$	33,000.00	\$ 33,000.00
Technology						
FUNCTOTAL		\$	-	\$	38,077.00	\$ 38,077.00
7200						
General Admin.	600	\$	-	\$	-	\$ -
	700	\$	-	\$	23,902.10	\$ 23,902.10
FUNCTOTAL		\$	-	\$	23,902.10	\$ 23,902.10
7300						
School Admin	100	\$	-	\$	2.86	\$ 2.86
	200	\$	-	\$	1.70	\$ 1.70
FUNCTOTAL		\$	-	\$	4.56	\$ 4.56
7700						
Central Services	100	\$	-	\$	127,626.42	\$ 127,626.42
	200	\$	-	\$	10,025.32	\$ 10,025.32
	300	\$	-	\$	2,900.00	\$ 2,900.00
FUNCTOTAL		\$	-	\$	140,551.74	\$ 140,551.74
7800						
Transportation	300	\$	-	\$	100.80	\$ 100.80
FUNCTOTAL		\$	-	\$	100.80	\$ 100.80
GRANDTOTAL		\$	334,368.09	\$	72,451.58	\$ 406,819.67

Gadsden County School Board
 434 (ARRA Race To The Top) Fund Estimated Revenue
 Budget Amendment Number
 Three

434 REVENUE OBJECT	ESTIMATED REVENUE 2/20/15	BUDGET AMENDMENT NUMBER THREE	ENDING ESTIMATED 2/20/2015
214	\$ 334,368.09	\$ 72,451.58	\$ 406,819.67
GRAND TOTAL	\$ 334,368.09	\$ 72,451.58	\$ 406,819.67

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7b

DATE OF SCHOOL BOARD MEETING: March 24, 2015

TITLE OF AGENDA ITEMS: Budget Amendment Number Four

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for this budget amendment that adjusts budget by function and object based on actual expenditures. It also establishes budget for the National School Lunch Program Equipment Assistance Grant \$207,391.58

FUND SOURCE: 410 School Food Service

AMOUNT: \$ 207,391.58 NSLP Equipment Assistance Grant
\$ 35,702.32 from fund balance

PREPARED BY: Kim Ferree

POSITION: Assistant Superintendent for Business Services

Supporting documentation for this requested budget amendment is available in the business office for inspection.

Gadsden County School Board
410(Food Service) Fund Estimated Revenue
Budget Amendment Number Four

FUND 410			
REVENUE	ESTIMATED	BUDGET	ENDING
OBJECT	REVENUE	AMENDMENT	ESTIMATED
	2/27/2015	NUMBER	REVENUE
		FOUR	3/2/2015
260	\$ -	\$ 207,391.58	\$ 207,391.58
261	\$ 2,258,414.16	\$ -	\$ 2,258,414.16
262	\$ 930,998.28	\$ -	\$ 930,998.28
263	\$ 68,152.00	\$ -	\$ 68,152.00
265	\$ 213,516.59	\$ -	\$ 213,516.59
267	\$ 250,000.00	\$ -	\$ 250,000.00
268	\$ 151,800.00	\$ -	\$ 151,800.00
280	\$ -	\$ -	\$ -
299	\$ -	\$ -	\$ -
337	\$ 30,452.00	\$ -	\$ 30,452.00
338	\$ 32,648.00	\$ -	\$ 32,648.00
390	\$ -	\$ -	\$ -
440	\$ -	\$ -	\$ -
451	\$ 100,000.00	\$ -	\$ 100,000.00
454	\$ -	\$ -	\$ -
493	\$ -	\$ -	\$ -
495	\$ 10,000.00	\$ -	\$ 10,000.00
497	\$ -	\$ -	\$ -
TOTALS	\$ 4,045,981.03	\$ 207,391.58	\$ 4,253,372.61

budgeted \$ 111,140 originally out of fund balance, increased to 146,842.32

**Gadsden County School Board
410 (Food Service) Fund Appropriations
Budget Amendment Number Four**

410 FUND					
FUNCTION/ OBJECT		BUDGET BALANCE 2/27/2015	BUDGET AMENDMENT NUMBER FOUR		BUDGET BALANCE 3/2/2015
7600	100	\$ 1,250,718.36	\$ (9,163.14)	\$	1,241,555.22
	200	\$ 426,368.63	\$ 17,507.77	\$	443,876.40
	300	\$ 108,803.77	\$ (4,529.49)	\$	104,274.28
	400	\$ 14,596.37	\$ (28.31)	\$	14,568.06
	500	\$ 2,257,658.12	\$ 16,448.45	\$	2,274,106.57
	600	\$ 40,655.78	\$ 222,018.07	\$	262,673.85
	700	\$ 58,320.00	\$ 840.55	\$	59,160.55
GRANDTOTAL		<u>\$ 4,157,121.03</u>	<u>\$ 243,093.90</u>	<u>\$</u>	<u>4,400,214.93</u>

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7c

DATE OF SCHOOL BOARD MEETING: March 24, 2015

TITLE OF AGENDA ITEMS: Budget Amendment Number Five

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for this budget amendment that increases the Title III budget based on the 13-14 approved roll forward by 19,666.86.

FUND SOURCE: 420 (Federal) Fund

AMOUNT: \$ 19,666.86

PREPARED BY: Kim Ferree

POSITION: Assistant Superintendent for Business Services

Supporting documentation for this requested budget amendment is available in the business office for inspection.

Gadsden County School Board
Estimated Revenue
Budget Amendment Five

FUND 420	BEGINNING	BUDGET	ENDING
REVENUE	ESTIMATED	AMENDMENT	ESTIMATED
OBJECT	REVENUE	NUMBER	REVENUE
	3/3/2015	FIVE	3/3/2015
199	\$ 2,258,462.09	\$ -	\$ 2,258,462.09
201	\$ 172,712.33	\$ -	\$ 172,712.33
225	\$ 532,336.67	\$ -	\$ 532,336.67
230	\$ 1,798,279.70	\$ -	\$ 1,798,279.70
240	\$ 3,895,223.18	\$ -	\$ 3,895,223.18
290	\$ 785,335.71	\$ 19,666.86	\$ 805,002.57
TOTALS	\$ 9,442,349.68	\$ 19,666.86	\$ 9,462,016.54

**Gadsden County School Board
420 (Federal) Fund Appropriations
Five**

420 FUND					
FUNCTION/ OBJECT		BUDGET			
		BUDGET BALANCE 3/3/2015	AMENDMENT NUMBER FIVE	BUDGET BALANCE 3/3/2015	
5100	100	\$ 274,515.67	\$ -	\$ 274,515.67	
	200	\$ 100,514.82	\$ -	\$ 100,514.82	
	300	\$ 323,505.91	\$ -	\$ 323,505.91	
	500	\$ 619,082.43	\$ 19,666.86	\$ 638,749.29	
	600	\$ 14,000.00	\$ -	\$ 14,000.00	
	700	\$ -	\$ -	\$ -	
FUNCTOTAL		\$ 1,331,618.83	\$ 19,666.86	\$ 1,351,285.69	
5200	100	\$ 457,962.83	\$ -	\$ 457,962.83	
	200	\$ 168,552.22	\$ -	\$ 168,552.22	
	300	\$ 212,506.83	\$ -	\$ 212,506.83	
	500	\$ 8,631.00	\$ -	\$ 8,631.00	
	600	\$ 13,375.00	\$ -	\$ 13,375.00	
	700	\$ 1,000.00	\$ -	\$ 1,000.00	
FUNCTOTAL		\$ 862,027.88	\$ -	\$ 862,027.88	
5300	100	\$ -	\$ -	\$ -	
	200	\$ -	\$ -	\$ -	
	300	\$ 22,802.84	\$ -	\$ 22,802.84	
	500	\$ 22,365.00	\$ -	\$ 22,365.00	
	600	\$ 20,942.60	\$ -	\$ 20,942.60	
	700	\$ 14,722.93	\$ -	\$ 14,722.93	
FUNCTOTAL		\$ 80,833.37	\$ -	\$ 80,833.37	
5500	100	\$ 998,848.12	\$ -	\$ 998,848.12	
	200	\$ 240,165.83	\$ -	\$ 240,165.83	
	300	\$ 46,620.28	\$ -	\$ 46,620.28	
	500	\$ 53,368.18	\$ -	\$ 53,368.18	
	700	\$ 100.00	\$ -	\$ 100.00	
FUNCTOTAL		\$ 1,339,102.41	\$ -	\$ 1,339,102.41	
5900	100	\$ 292,517.50	\$ -	\$ 292,517.50	
	200	\$ 53,643.88	\$ -	\$ 53,643.88	
	300	\$ 97,223.42	\$ -	\$ 97,223.42	
	400	\$ -	\$ -	\$ -	
	500	\$ 46,757.35	\$ -	\$ 46,757.35	
	700	\$ -	\$ -	\$ -	
FUNCTOTAL		\$ 490,142.15	\$ -	\$ 490,142.15	

**Gadsden County School Board
420 (Federal) Fund Appropriations
Five**

6100	100	\$	622,254.93	\$	-	\$	622,254.93
	200	\$	128,623.35	\$	-	\$	128,623.35
	300	\$	184,736.31	\$	-	\$	184,736.31
	500	\$	99,271.92	\$	-	\$	99,271.92
	600	\$	-	\$	-	\$	-
	700	\$	3,308.88	\$	-	\$	3,308.88
	900	\$	-	\$	-	\$	-
FUNCTOTAL		\$	1,038,195.39	\$	-	\$	1,038,195.39
6200	100	\$	1,000.00	\$	-	\$	1,000.00
	200	\$	-	\$	-	\$	-
	300	\$	8,700.00	\$	-	\$	8,700.00
	500	\$	-	\$	-	\$	-
	600	\$	-	\$	-	\$	-
	700	\$	-	\$	-	\$	-
FUNCTOTAL		\$	9,700.00	\$	-	\$	9,700.00
6300	100	\$	728,799.17	\$	-	\$	728,799.17
	200	\$	186,854.35	\$	-	\$	186,854.35
	300	\$	217,007.49	\$	-	\$	217,007.49
	400	\$	-	\$	-	\$	-
	500	\$	90,081.36	\$	-	\$	90,081.36
	600	\$	9,902.02	\$	-	\$	9,902.02
	700	\$	34,299.68	\$	-	\$	34,299.68
FUNCTOTAL		\$	1,266,944.07	\$	-	\$	1,266,944.07
6400	100	\$	700,723.65	\$	-	\$	700,723.65
	200	\$	121,928.79	\$	-	\$	121,928.79
	300	\$	323,799.30	\$	-	\$	323,799.30
	400			\$	-		
	500	\$	147,615.13	\$	-	\$	147,615.13
	600	\$	-	\$	-	\$	-
	700	\$	73,968.00	\$	-	\$	73,968.00
FUNCTOTAL		\$	1,368,034.87	\$	-	\$	1,368,034.87
6500	100	\$	42,000.00	\$	-	\$	42,000.00
	200	\$	11,708.08	\$	-	\$	11,708.08
	300	\$	73,988.73	\$	-	\$	73,988.73
	500	\$	-	\$	-	\$	-
	600	\$	28,525.00	\$	-	\$	28,525.00
FUNCTOTAL		\$	156,221.81	\$	-	\$	156,221.81

**Gadsden County School Board
420 (Federal) Fund Appropriations
Five**

7200	100	\$	30,500.16	\$	-	\$	30,500.16
	200	\$	9,790.15	\$	-	\$	9,790.15
	300	\$	503.57	\$	-	\$	503.57
	700	\$	292,448.79	\$	-	\$	292,448.79
FUNCTOTAL		\$	333,242.67	\$	-	\$	333,242.67
7300	100	\$	49,750.00	\$	-	\$	49,750.00
	200	\$	9,151.31	\$	-	\$	9,151.31
	600	\$	-	\$	-	\$	-
FUNCTOTAL		\$	58,901.31	\$	-	\$	58,901.31
7400	300	\$	37,157.35	\$	-	\$	37,157.35
	600	\$	461,974.00	\$	-	\$	461,974.00
FUNCTOTAL		\$	499,131.35	\$	-	\$	499,131.35
7600	100	\$	1,000.00	\$	-	\$	1,000.00
	200	\$	186.17			\$	186.17
FUNCTOTAL		\$	1,186.17	\$	-	\$	1,186.17
7700	100	\$	127,890.18	\$	-	\$	127,890.18
	200	\$	35,186.11	\$	-	\$	35,186.11
	300	\$	14,406.16	\$	-	\$	14,406.16
	500	\$	214.84	\$	-	\$	214.84
	600	\$	2,000.00	\$	-	\$	2,000.00
	700	\$	2,186.00	\$	-	\$	2,186.00
FUNCTOTAL		\$	181,883.29	\$	-	\$	181,883.29
7800	100	\$	93,900.74	\$	-	\$	93,900.74
	200	\$	28,674.93	\$	-	\$	28,674.93
	300	\$	120,958.58	\$	-	\$	120,958.58
	400	\$	243.73	\$	-	\$	243.73
	500	\$	854.67	\$	-	\$	854.67
	600	\$	-	\$	-	\$	-
FUNCTOTAL		\$	244,632.65	\$	-	\$	244,632.65
7900	100	\$	15,047.48	\$	-	\$	15,047.48
	200	\$	2,710.09	\$	-	\$	2,710.09
	300	\$	91,405.03	\$	-	\$	91,405.03
	400	\$	9,792.13	\$	-	\$	9,792.13
	500	\$	21,231.47	\$	-	\$	21,231.47
FUNCTOTAL		\$	140,186.20	\$	-	\$	140,186.20

**Gadsden County School Board
420 (Federal) Fund Appropriations
Five**

8100	100	\$	-	\$	-	\$	-
	200	\$	-	\$	-	\$	-
	300	\$	1,632.00	\$	-	\$	1,632.00
	500	\$	1,983.45	\$	-	\$	1,983.45
	600	\$	-	\$	-	\$	-
FUNCTOTAL		\$	3,615.45	\$	-	\$	3,615.45
8200	100	\$	-	\$	-	\$	-
	200	\$	-	\$	-	\$	-
	500	\$	-	\$	-	\$	-
	600	\$	-	\$	-	\$	-
FUNCTOTAL		\$	-	\$	-	\$	-
9100	100	\$	28,178.39	\$	-	\$	28,178.39
	200	\$	8,571.42			\$	8,571.42
	300	\$	-	\$	-	\$	-
	400	\$	-	\$	-	\$	-
	500	\$	-	\$	-	\$	-
FUNCTOTAL		\$	36,749.81	\$	-	\$	36,749.81
GRANDTOTAL		\$	9,442,349.68	\$	19,666.86	\$	9,462,016.54

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7d

DATE OF SCHOOL BOARD MEETING: March 24, 2015

TITLE OF AGENDA ITEMS: School Board Truth in Millage (TRIM) Timetable

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the Truth in Millage (TRIM) timetable with the following key dates:

Action	Date	Description
Board Meeting	July 21, 2015	Superintendent sends the tentative budget to the Board for approval and Board approves tentative budget for advertising
Newspaper Ads	July 23, 2015	School District advertises its intent to adopt a tentative budget and millage rates, including proposed millage for capital outlay projects.
Board Meeting	July 28, 2015	Public hearing on the tentative budget and millage, adopting the tentative millage rates and tentative budget and publicly announcing the percentage the millage rates exceed the rolled-back rate, if applicable.
Board Meeting	September 8, 2015	Hold a public hearing on the final budget and millage rates. Approve the AFR for submission to the FDOE.

Each of the Board meetings would begin at 6:00 p.m.

PREPARED BY: Kimberly Ferree

POSITION: Assistant Superintendent for Business Services

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7e

DATE OF SCHOOL BOARD MEETING: March 24, 2015

TITLE OF AGENDA ITEMS: Resolution 14-10 Implementation of GASB 54 Provisions

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS: Request approval of resolution to approve GASB 54 provisions regarding fund balance. This resolution provides for required GABS language not adequately included in Board Policy 6100. By adopting this resolution, the Board allows the Superintendent and Assistant Superintendent for Business and Finance to present carry-forward balances as assigned fund balances. The intention of GASB 54 is to provide readers of the Annual Financial Report a better understanding of the District's financial condition.

FUND SOURCE: n/a

AMOUNT: n/a – procedural issue

PREPARED BY: Kim Ferree

POSITION: Assistant Superintendent for Business Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered_____

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

BOARD RESOLUTION

14-10

At the meeting of the School Board of Gadsden County School District on the 24th day of March 2015, the following resolution was proposed and approved by the Board:

WHEREAS, the Governmental Accounting Standards Board ("GASB") has adopted Statement 54 ("GASB"), a new standard for governmental fund balance reporting and governmental fund type definitions that became effective in governmental fiscal years starting after June 15, 2010, and

WHEREAS, the board elects to implement GASB 54 requirements, and has applied such requirements to its financial statements effective the July 1, 2010 – June 30, 2011 fiscal year;

WHEREAS, the Gadsden County School Board has the right to delegate the responsibility of assigning funds to certain projects budgeted and maintained within the District's General Fund,

NOW, THEREFORE, BE IT RESOLVED THAT THE SCHOOL BOARD OF GADSDEN COUNTY APPROVES THE FOLLOWING:

- When it is appropriate for fund balance to be assigned, the Board delegates the responsibility to assign funds to the Superintendent or his designee. Assignments may occur subsequent to fiscal year-end.
- The Board will utilize the following spending order:
 - Restricted
 - Committed
 - Assigned
 - Unassigned

I, Reginald C. James, Superintendent of Schools of the District School Board of Gadsden County, DO HEREBY CERTIFY that the above and foregoing is a true and correct copy of the RESOLUTION as the same appears of record in the Minutes of a meeting of the School Board of Gadsden County held on the 24th day of March, 2015.

IN WITNESS WHEREOF,

I hereunto set my hand and official seal this _____ day of _____, 2015.

_____, Superintendent

_____, Chair

District School Board of Gadsden County

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8a

DATE OF SCHOOL BOARD MEETING: March 24, 2015

TITLE OF AGENDA ITEMS: 2015-16 Letter of Agreement for Participation in the Power Buying Group (PBG)

DIVISION: Food Service Department

PURPOSE AND SUMMARY OF ITEMS: To approve the 2015-16 Letter of Agreement to continue to participate in the Power Buying Group to ensure that the District's Food Service continues to benefit from competitively priced food and supply products for compliance with USDA and state regulations. The PBG requests participation commitments be returned to them by March 30, 2015.

FUND SOURCE: 410 Food Service

AMOUNT: Savings on commodities and other food service supplies.

PREPARED BY: Kim Ferree

POSITION: Assistant Superintendent for Business Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered

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



2015 - 2016 SY LETTER OF AGREEMENT

To participate in the P.O.W.E.R. Buying Group (PBG)

For the term of: July 1, 2015 – June 30, 2016

Name of Member's School Nutrition Program

PBG's purpose is to facilitate the members' processes for purchasing high quality food and supply products at competitive prices in compliance with all applicable guidance and regulations for their child nutrition programs.

The price solicitations and RFP, "Distribution of Food and Non-food Products for the P.O.W.E.R. Buying Group SDOC-14-P-065-LH" are hosted by the School District of Osceola County. Approval of PBG's participation has been provided by a majority vote of the members.

IMPORTANT: Food item pricing includes commercial pricing; and, if applicable, Net-Off-Invoice (NOI) or Modified-Fee-For-Service (MFFS) pricing for further-processed USDA Foods.

Termination of this Agreement by a member is permitted with written notice received by the Executive Director a minimum of ninety (90) days prior to the start of the next PBG fiscal year.

Special conditions directly impacting the member's continued participation in the PBG bids are to be presented to the Executive Director as soon as possible for review by the PBG Executive Board.

Due date for this Letter of Agreement with category participation completed and required signatures is **Monday, March 30, 2015** to be electronically mailed to the Executive Director at the e-mail address on the cover letter and end of the agreement.

For the term of this Agreement, each member shall:

- Issue blanket purchase orders to the distributor (US Foods) to cover purchases of the food and supply items effective July 1, 2015 through June 30, 2016.
- Purchase bid items from the distributor in strict adherence with the terms, conditions, and unit prices of the School District of Osceola County, SDOC-14-P-065-LH, and all related addenda; as well as all applicable federal, state and local statutes, regulations, and ordinances and member purchasing policies and procedures.
- Differentiate bid and market items on orders in a manner that aids identification of the market items for audit purposes. (**Best practice: non-bid and market items should be on a separate invoice for audit purposes.**)
- Pay all distributor invoices per the contract terms for food and supplies received. Distributor and member will work to resolve disputed invoices to facilitate timely payments.
- Cooperatively contribute time and expertise (of one or more staff members as appropriate) to price solicitation development, product testing and evaluation to improve the product pricing for the benefit of all members.

2015–2016 PBG Letter of Agreement, Continued

- Provide the distributor with all cycle menus for Breakfast, Lunch, Afterschool Snacks and Supper programs, as applicable, and provide advance forecasts of food and supply items for future orders as requested by the distributor.
- Provide accurate and complete information (including surveys, votes, required forms and website profiles, etc.) requested by the Executive Board and/or Committee/Division Chair(s) by the stated deadline or according to established procedures.
- Review members' administrative procurement policies and procedures to ensure compliance with PBG stated guidance.
- Attend a minimum of two (2) quarterly PBG meetings, at least one (1) of the Division meetings and participate in a majority of the Division conference calls.
- Determine current allocations for USDA Foods, if applicable, based on PBG processed USDA Foods price solicitations and piggyback other existing bids only when needed to deplete previous allocations of USDA Foods.
- Adhere to the Mission Statement, Code of Ethics, Bylaws, and Policies and Procedures as approved by PBG members.
- Communicate distributor concerns and requests accurately to the members' Division offices in a timely manner, sending copies of all incident reports and pictures to PBG Division Chair, Executive Director and Distributor's Director of Business Development.
- Communicate PBG concerns, questions and ideas to Division Chair and PBG Executive Director.
- Remit the annual fee of \$4,500 (invoice to be sent by May 1, 2015) prior to the August 28, 2015 due date. Payments made during September 2015 will be assessed an additional 5% late fee.

NOTE: Failure to pay the annual fee invoice by September 30, 2015 may result in initiation of the termination process.

Failure to adhere to all elements of this Letter of Agreement may qualify as grounds for termination of member's access to PBG pricing and services for a period of time up to 36 months. Noncompliant members will receive notification of the initiation of the termination process which includes an opportunity for resolution of the noncompliant issue(s).

The termination will be effective twelve (12) weeks after the PBG Executive Board decision is issued.

PBG Member Determination Bid Category Participation

Members will provide information below on their participation decisions for the 2015 – 2016 school year.

Requirement: all members must indicate if their program will continue with current arrangements for storage and distribution of USDA Brown Box Foods or utilize the awarded distributor (US Foods) for these services during the 2015 – 2016 school year.

PBG members are **not required** to participate in all **product** categories.

Please **circle YES or NO** and **add the School Nutrition Program Administrator's initials** for each category:

☒ Yes ☐ No PM Main Line Items
Initials

☒ Yes ☐ No PM PBG's awarded distributor (US Foods) for Storage and Distribution of USDA
Initials Brown Box Foods

☒ Yes ☐ No PM Disposable Products
Initials

☒ Yes ☐ No PM Bread Items
Initials

☒ Yes ☐ No PM 100% Fruit Juice - Frozen
Initials

☒ Yes ☐ No PM Produce
Initials

☒ Yes ☐ No PM Smallwares (*possible future bid*)
Initials

☒ Yes ☐ No PM Cleaning Supplies
Initials

2015–2016 PBG Letter of Agreement, Continued

The member acknowledges that as in any successful partnership, it is imperative that all participants work cooperatively to achieve maximum benefit both individually and collectively. Members providing accurate, complete information as requested directly contribute to the total effectiveness of the PBG. The PBG is committed to provide quality products, which are competitively priced, in compliance with all guidance and regulations in an effective, efficient manner to all members.

P.O.W.E.R. Buying Group Mission Statement

The mission of the POWER Buying Group is to work collaboratively to procure high quality, competitively priced foods and supplies that will enhance the health and nutritional well-being of students participating in Florida Child Nutrition Programs.

Chairwoman/ Administrative Authority Signature	Title	Date
<u>Paula Milton</u> Purchasing Authority Signature	<u>Production Coord</u> Title	<u>2/16/15</u> Date
_____ PBG Chair Signature		_____ Date

Note: Please electronically mail the completed and signed Letter of Agreement to the PBG Executive Director no later than **Monday, March 30, 2015** at: powerbuyinggroup@gmail.com

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8b

DATE OF SCHOOL BOARD MEETING: March 24, 2015

TITLE OF AGENDA ITEMS: Contract between Gadsden County Schools and Sivic Solutions Group, LLC.

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS: To approve 2 contracts with Sivic Solutions Group, LLC to provide for: Medicaid Administrative Claiming Program services and; Fee For Service Program. Vendor provides expertise in a highly regulated and complex area for a minimal price which will be offset by the revenues received.

FUND SOURCE: General Fund Medicaid Revenues

AMOUNT: Minimal – claiming service fixed quarterly price of \$175 per quarter with a maximum yearly cost of \$700; Fee For Service has a monthly price of \$400 for yearly reimbursements to the District of up to \$50,000.

PREPARED BY: Kim Ferree

POSITION: Assistant Superintendent for Business Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMANS'S SIGNATURE: page(s) numbered _____

Be sure that the Comptroller has signed the budget page.

MEDICAID BILLING SERVICES

THIS AGREEMENT made and entered into, and between Gadsden County Schools, a public body corporate, herein after referred to as "Board", with its principal business address at 35 Martin Luther King, Jr. Blvd, Quincy, Florida 32351 and Sivic Solutions Group, LLC, (hereinafter referred to as the "Consultant" or "SSG"), as party of the second part, having its registered address at 118 Sylvan Way, New Hartford, New York 13413. All claiming activities and record retention and storage will take place in the company's New York offices, located at 414 Trenton Avenue, Suite 202, Utica, New York 13502.

WHEREAS, the Consultant has represented to the Board that it has expertise in dealing with Medicaid and collecting funds that are due organizations such as the Board for services rendered to disabled students and the Board is desirous of contracting with a firm with the expertise in the field of collecting from Medicaid that which is due the Board for services rendered to disabled children in the School District and others;

WHEREAS, the Board and the Consultant have agreed upon the following terms and conditions for the Consultant to perform services that the Board needs in order to be fully compensated for rendering services to disabled persons and others in accordance with the laws of the United States and the State of New York for the mutual benefit of both organizations.

1. TERM

- 1.1 This agreement shall be valid for the period July 1st, 2015 – June 30th, 2018, unless terminated earlier, as set forth herein.
- 1.2 Notice of intent to terminate shall be sent certified mail to the other party at the last official address, unless another address is specified by the parties in writing, ninety (90) days before the date of termination.
- 1.3 In the event of the termination of this contract, all fees for billing and other related work performed to date by the Consultant shall, with proper documentation, become due and payable. All other obligations, rights, and responsibilities of either party shall immediately end.

2. SCOPE OF SERVICES TO THE DISTRICT

The Consultant shall provide the Board with the following:

- 2.1 Using Consultant's system, collect and document claimable services provided to Medicaid eligible children;
- 2.2 Formulate the Board's Medicaid billings for submission to State Medicaid Management Information System's Medicaid claiming process;
- 2.3 Reconcile Medicaid payments and resolve billing rejections, with additional data provided by the Board to facilitate prompt resolution of billing adjustments and discrepancies.
- 2.4 Maintain and retain service delivery and financial data related to Medicaid billings in the Consultant's system;
- 2.5 Provide management reports on a periodic basis;
- 2.6 Recommend the Medicaid documentation necessary to comply with the federal and state requirements which are approved by the Board. Maintenance and management of documentation is the responsibility of the Board;

- 2.7 Provide data available in the Consultant's system to the Board for audits conducted by the Federal and State oversight agencies;
- 2.8 Provide training to the Board's staff on the use of the system and Medicaid requirements.

3. COMPREHENSIVE SERVICE FEE

- 3.1 The Board agrees to pay the Consultant a fixed fee based on the attached Exhibit 1: Pricing Sheet for services provided by the Consultant.
- 3.2 Payment for services will be invoiced on a monthly basis and will be for revenues received by the Board during that period. Payment shall be made to the Consultant within thirty (30) days of invoicing. An interest at the rate of 1 ½ percent will be charged by the Consultant for payments not received within 30 days of the invoice.
- 3.3 Payments will only be made to the Consultant for services rendered by the Consultant to the Board. Payments to SSG should be sent to Sivic Solutions Group, LLC, 118 Sylvan Way, New Hartford, NY 13413.

4 CHANGES IN TERMS, CONDITIONS AND FEES

After the initial one year term, the Consultant may change its fees and services provided under this Agreement provided both the parties agree in writing and the Consultant gives the Board ninety (90) days written notice of their desire to discuss a change in this Agreement.

5 COVERAGE

- 5.1 Where necessary to accomplish the contract, all Medicaid software modules utilized by the Consultant in performance of their duties will be provided to the Board for the term of this Agreement, strictly for the use by Board only. The Medicaid software and the functionality of the software cannot be disclosed to anyone other than the users of the Board without the written consent of the Consultant. Any pre-existing intellectual property, products and work material used to satisfy the requirements of this Contract shall remain the property of Sivic Solutions Group, LLC. Any software and hardware, including MAXCapture Billing system used to generate Claims to satisfy the requirements of this services contract shall remain the property of Sivic Solutions Group, LLC with full copyright access.
- 5.2 Any data accumulated in the performance of their duties by the Consultant shall remain the property of the Board.

6 CONFIDENTIALITY OF RECORDS

All personally identifiable student and staff information obtained by or furnished to the Consultant or its subcontractors by the Board and all reports and studies containing such information prepared or assembled by the Consultant, shall not be provided or disclosed to a third party without the written permission of the Board. The Consultant shall limit access to such materials in its control to those of its employees and/or subcontractors performing services pursuant to this agreement purely on a need to know basis. The Consultant shall restrict its use of the information to its performance under this agreement.

7 LIABILITY

- 7.1 The Consultant is relying on the Board to provide timely student, staff and services information to the Consultant, so that it may properly, adequately and timely provide the

Medicaid reimbursement services agreed to herein. If errors occur due to documentation provided by the Board that is determined to be inaccurate, incomplete or fraudulent, any assessed penalties or assessment will be the responsibility of the Board.

- 7.2 The Board agrees that Consultant total liability to the Board for any and all damages whatsoever arising out of or in any way related to this agreement from any cause, including but not limited to negligence, errors, omissions, strict liability, breach of contract or breach of warranty shall not, in the aggregate, exceed fees paid to Consultant in six months.
- 7.3 In no event shall consultant be liable for special, indirect, incidental, economic, consequential or punitive damages, including but not limited to lost revenue, lost profits, replacement goods, loss of technology rights or services, loss of data, or interruption or loss of use of software or any portion thereof regardless of the legal theory under which such damages are sought even if Consultant has been advised of the likelihood of such damages, and notwithstanding any failure of essential purpose of any limited remedy.
- 7.4 Any claim by the board against consultant relating to this agreement must be made in writing and presented to consultant within three (3) months after the date on which Consultant completes performance of the services specified in this agreement.

8 GENERAL

- 8.1 This agreement shall be binding between both parties when accepted by the Consultant and the Board and will be governed by the laws of the State of New York.
- 8.2 Headings. The headings of the various sections of this agreement are inserted only for convenience of reference and are not intended, nor shall they be construed to modify, define, limit or expand the intent of the parties as expressed in this agreement.
- 8.3 Severable. In the event any provision of this agreement shall be held to be invalid or unenforceable, the remaining provisions of this agreement shall nevertheless remain in full force and effect.
- 8.4 Interpretation. When the context in which the words are used in this agreement indicates that such is the intent, words in the singular number shall include the plural and vice versa, and words in the masculine gender shall include the feminine and neuter genders and vice versa.
- 8.5 Successors. This agreement shall be binding upon the parties hereto, if and when the assigned, in accordance with the provisions thereof, their respective assigns, successors in interest personal or legal representative, estates, heir and legalese. This agreement shall not be assigned by the Consultant without the expressed written consent of the Board.
- 8.6 Independent Contractor. This agreement does not create an employee/employer relationship between the parties. It is the intention that the Consultant will be an independent contractor and not a District employee for all purposes, including, but not limited to, the application of the Fair Labor Standards Act minimum wage and overtime payment provisions, Federal Insurance Contribution Act (FICA), the Social Security Act, The Federal Unemployment Tax Act (FUTA), the provisions of the Internal Revenue Code, the New York State Revenue and Taxation Laws, the New York State Workers' Compensation Law, the New York State Unemployment Law and other payment and contributions, including contributions to a

retirement system or plan. The Consultant hereby accepts and assumes exclusive liability for and shall indemnify, protect and save harmless the Board against the payments of:

- 8.6.1 All contributions, taxes, or premiums (including interest and penalties, thereon) which may be payable under the Unemployment Insurance Law of any state, the Federal Social Security Act, Federal Tax Withholding Laws or any other law measured upon the payroll of, or required to be withheld from employees, by whomever employed, engaged on the work to be performed under this agreement; or
- 8.6.2 All pension, welfare, vacation, annuity or any other contribution of benefit for which the Consultant may be responsible to any employee engaged in the work to be performed under this agreement.
- 8.7 Independence: The Consultant will retain sole and absolute discretion in the judgment of the manner and means of carrying out the services, activities and responsibilities hereunder. The Consultant agrees to be a separate and independent enterprise from the District who has a full opportunity to find other business and that a high level of skill will be necessary to perform the work. The district shall not be liable for any obligation incurred by the consultant, if any, including but not limited to unpaid minimum wages and/or overtime premiums.
- 8.8 Indemnification: The Consultant shall defend, indemnify and hold harmless the Board, its officers, employees and agents from any claims, liabilities, suits, proceedings and actions, of whatever name or nature, as the same may relate, in any manner, to the services provided by the Consultant to the Board pursuant to this Agreement. Said indemnification, defense and hold harmless shall apply to any claim, liability, suit, proceeding or action in which the Board, its officers, employees and agents may be named as a party except for negligent acts and omissions of the Board, notwithstanding that the Consultant may deem said claim, liability, suit, proceeding or action frivolous or without merit. It is intended that this provision be interpreted in the broadest manner possible to as to insulate the Board from any liability or judgment, monetary or otherwise, as the same may relate to the personnel and services provided by the Consultant to the Board pursuant to this Agreement (but not for the negligent acts or omissions of the Board, its officers, employees and agents.)
- 8.9 Fair Employment Practices: The Consultant agrees that it will not discriminate with respect to the provision of services on the grounds of race, religion, creed, color, national origin, sex, sexual orientation, marital status, military status, disability or other not-merit factors, nor discriminate against any individuals based on these grounds.

Mr. Siva Kakuturi, President
Sivic Solutions Group, LLC
118 Sylvan Way
New Hartford, New York 13413

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

Gadsden County Schools

Name_____

Signature_____

Title_____

Date_____

Sivic Solutions Group, LLC

Name Siva Kakuturi_____

Signature_____

Title President_____

Date_____

Exhibit 1: Pricing Sheet

SSG's price model includes a combination of a fixed monthly price, and additional payment amounts after the current revenue numbers are surpassed.

Base Price for Medicaid school billing services -- **\$400 (Four Hundred Dollars)** per month or **\$4,800 (Four Hundred Eighty Dollars)** per year for up to \$50,000 dollars of revenue received over each 12 month period.

Additional Payment -- **\$1,000 (One Thousand Dollars)** per year, for every \$25,000 of additional revenue per year to the District.

The revenue calculation will be based on the claims submitted from July to June each year (For example, July 1, 2015 to June 30, 2016 for the first year).

The District will NOT be charged any additional amount for system setup and initial training of the providers using our system.

The Table below provides the break-down of the additional annual amount charged to the District based on the Medicaid reimbursement revenues. The base amount charged to the District will be **\$4,000 (Four Thousand Dollars)** per month.

Item#	Gadsden County Schools, Florida is to pay the additional annual amount not to exceed	For annual Medicaid reimbursement revenues received up to
1	\$0	\$0.00 to \$50,000
2	\$1,000	\$50,000 to \$75,000
3	\$2,000	>\$75,001

Invoice and Payment Schedule:

SSG proposes to submit an invoice for a fixed amount of \$400 after the end of each month, payable with NET 30 day terms. At the end of each school year (June), a report will be generated to identify the total revenue for the District during the year. If applicable, a yearly invoice for the difference in amount will be submitted based on the revenue numbers.



March 6, 2015

Kim Ferree
Gadsden County Schools
35 Martin Luther King, Jr. Blvd
Quincy, Florida 32351

Re: Cost Proposal for Medicaid Administrative Claiming services

Dear Ms. Ferree:

Sivic Solutions Group, LLC (SSG) is pleased to present our proposed cost for Gadsden County Schools, Florida for providing Medicaid Administrative Claiming billing services. SSG is proposing an aggressive and highly competitive price model to benefit Gadsden County Schools, Florida based on the size of the District and the Medicaid revenue reimbursement history for the District. We used our prior experience in operating school projects of similar size, complexity and scope, and after considering certain fixed costs.

If you have any questions about any components of our proposed price or our technical solution, we would be very pleased to answer your questions and meet with you at any time.

Thanking you.

Sincerely,

Siva Kakuturi
President

RANDOM MOMENT TIME STUDY and MEDICAID ADMINISTRATIVE CLAIMING SERVICES

THIS AGREEMENT made and entered into, and between the **Gadsden County Schools**, a public body corporate, herein after referred to as “Board”, with its principal business address at 35 Martin Luther King, Jr. Blvd, Quincy, Florida 32351 and Sivic Solutions Group, LLC, (hereinafter referred to as the “Consultant” or “SSG”), as party of the second part, having its registered address at 118 Sylvan Way, New Hartford, New York 13413. All claiming activities and record retention and storage will take place in the company’s New York offices, located at 414 Trenton Avenue, Suite 202, Utica, New York 13502.

WHEREAS, the Consultant has represented to the Board that it has expertise in dealing with Medicaid and collecting funds that are due organizations such as the Board for services rendered to disabled students and the Board is desirous of contracting with a firm with the expertise in the field of collecting from Medicaid that which is due the Board for services rendered to disabled children in the School District and others;

WHEREAS, the Board and the Consultant have agreed upon the following terms and conditions for the Consultant to perform services that the Board needs in order to be fully compensated for rendering services to disabled persons and others in accordance with the laws of the United States and the State of New York for the mutual benefit of both organizations.

1. TERM

- 1.1 This agreement shall be valid for the period from July 1st, 2015 to June 30th, 2018, unless terminated earlier, as set forth herein.
- 1.2 Notice of intent to terminate shall be sent certified mail to the other party at the last official address, unless another address is specified by the parties in writing, ninety (90) days before the date of termination.
- 1.3 In the event of the termination of this contract, all fees for billing and other related work performed to date by the Consultant shall, with proper documentation, become due and payable. All other obligations, rights, and responsibilities of either party shall immediately end.

2. SCOPE OF SERVICES TO THE DISTRICT

The Consultant shall provide the Board with the following:

- 2.1 Using Consultant’s system, to maintain Activity codes, Participant Data, District Holiday Calendars, Work Schedules required for Random Moment Time Study (RMTS) process;
- 2.2 Generate and Approve Quarterly Random Moment Sample of 500 to 1000 moments;
- 2.3 Code the completed RMS moments;
- 2.4 Maintain and retain RMS moments for the samples managed by the Consultant in the Consultant’s system;
- 2.5 Generate RMS percentages by Activity codes published by AHCA on a quarterly basis;
- 2.6 Provide functionality to maintain and/or upload cost data for the participants in the sample pool.
- 2.7 Consultant’s system to generate Quarterly Administrative Claim based on the RMTS results and the cost data and other parameters provided by the Board.

- 2.8 Provide data available in the Consultant's system to the Board for audits conducted by the Federal and State oversight agencies;
- 2.9 Provide training to the Board's Medicaid Coordinators on the use of the system and Medicaid requirements.

3. COMPREHENSIVE SERVICE FEE

- 3.1 The Board agrees to pay the Consultant a fixed fee of \$1,000 per year for services provided by the Consultant.
- 3.2 Payment for services will be invoiced on a quarterly basis and will be for revenues received by the Board during that period. Payment shall be made to the Consultant within thirty (30) days of invoicing. An interest at the rate of 1 ½ percent will be charged by the Consultant for payments not received within 30 days of the invoice.
- 3.3 Payments will only be made to the Consultant for services rendered by the Consultant to the Board. Payments to SSG should be sent to Sivic Solutions Group, LLC, 118 Sylvan Way, New Hartford, NY 13413.

4 CHANGES IN TERMS, CONDITIONS AND FEES

After the initial one year term, the Consultant may change its fees and services provided under this Agreement provided both the parties agree in writing and the Consultant gives the Board ninety (90) days written notice of their desire to discuss a change in this Agreement.

5 COVERAGE

- 5.1 Where necessary to accomplish the contract, all required software modules utilized by the Consultant in performance of their duties will be provided to the Board for the term of this Agreement, strictly for the use by Board only. The Medicaid software (e-SivicMACS) and the functionality of the software cannot be disclosed to anyone other than the users of the Board without the written consent of the Consultant. Any pre-existing intellectual property, products and work material used to satisfy the requirements of this Contract shall remain the property of Sivic Solutions Group, LLC. Any software and hardware, including e-SivicMACS Billing system used to generate Claims to satisfy the requirements of this services contract shall remain the property of Sivic Solutions Group, LLC with full copyright access.
- 5.2 Any data accumulated in the performance of their duties by the Consultant shall remain the property of the Board.

6 CONFIDENTIALITY OF RECORDS

All personally identifiable student and staff information obtained by or furnished to the Consultant or its subcontractors by the Board and all reports and studies containing such information prepared or assembled by the Consultant, shall not be provided or disclosed to a third party without the written permission of the Board. The Consultant shall limit access to such materials in its control to those of its employees and/or subcontractors performing services pursuant to this agreement purely on a need to know basis. The Consultant shall restrict its use of the information to its performance under this agreement.

7 LIABILITY

- 7.1 The Consultant is relying on the Board to provide timely student, staff and services information to the Consultant, so that it may properly, adequately and timely provide the Medicaid reimbursement services agreed to herein. If errors occur due to documentation provided by the Board that is determined to be inaccurate, incomplete or fraudulent, any assessed penalties or assessment will be the responsibility of the Board.
- 7.2 The Board agrees that Consultant total liability to the Board for any and all damages whatsoever arising out of or in any way related to this agreement from any cause, including but not limited to negligence, errors, omissions, strict liability, breach of contract or breach of warranty shall not, in the aggregate, exceed fees paid to Consultant in six months.
- 7.3 In no event shall consultant be liable for special, indirect, incidental, economic, consequential or punitive damages, including but not limited to lost revenue, lost profits, replacement goods, loss of technology rights or services, loss of data, or interruption or loss of use of software or any portion thereof regardless of the legal theory under which such damages are sought even if Consultant has been advised of the likelihood of such damages, and notwithstanding any failure of essential purpose of any limited remedy.
- 7.4 Any claim by the board against consultant relating to this agreement must be made in writing and presented to consultant within three (3) months after the date on which Consultant completes performance of the services specified in this agreement.

8 GENERAL

- 8.1 This agreement shall be binding between both parties when accepted by the Consultant and the Board and will be governed by the laws of the State of New York.
- 8.2 Headings. The headings of the various sections of this agreement are inserted only for convenience of reference and are not intended, nor shall they be construed to modify, define, limit or expand the intent of the parties as expressed in this agreement.
- 8.3 Severable. In the event any provision of this agreement shall be held to be invalid or unenforceable, the remaining provisions of this agreement shall nevertheless remain in full force and effect.
- 8.4 Interpretation. When the context in which the words are used in this agreement indicates that such is the intent, words in the singular number shall include the plural and vice versa, and words in the masculine gender shall include the feminine and neuter genders and vice versa.
- 8.5 Successors. This agreement shall be binding upon the parties hereto, if and when the assigned, in accordance with the provisions thereof, their respective assigns, successors in interest personal or legal representative, estates, heir and legalese. This agreement shall not be assigned by the Consultant without the expressed written consent of the Board.
- 8.6 Independent Contractor. This agreement does not create an employee/employer relationship between the parties. It is the intention that the Consultant will be an independent contractor and not a District employee for all purposes, including, but not limited to, the application of the Fair Labor Standards Act minimum wage and overtime payment provisions, Federal Insurance Contribution Act (FICA), the Social Security Act, The Federal Unemployment Tax Act (FUTA), the provisions of the Internal Revenue Code, the New York State Revenue and Taxation Laws, the New York State Workers' Compensation Law, the New York State

Unemployment Law and other payment and contributions, including contributions to a retirement system or plan. The Consultant hereby accepts and assumes exclusive liability for and shall indemnify, protect and save harmless the Board against the payments of:

- 8.6.1 All contributions, taxes, or premiums (including interest and penalties, thereon) which may be payable under the Unemployment Insurance Law of any state, the Federal Social Security Act, Federal Tax Withholding Laws or any other law measured upon the payroll of, or required to be withheld from employees, by whomever employed, engaged on the work to be performed under this agreement; or
- 8.6.2 All pension, welfare, vacation, annuity or any other contribution of benefit for which the Consultant may be responsible to any employee engaged in the work to be performed under this agreement.
- 8.7 Independence: The Consultant will retain sole and absolute discretion in the judgment of the manner and means of carrying out the services, activities and responsibilities hereunder. The Consultant agrees to be a separate and independent enterprise from the District who has a full opportunity to find other business and that a high level of skill will be necessary to perform the work. The district shall not be liable for any obligation incurred by the consultant, if any, including but not limited to unpaid minimum wages and/or overtime premiums.
- 8.8 Indemnification: The Consultant shall defend, indemnify and hold harmless the Board, its officers, employees and agents from any claims, liabilities, suits, proceedings and actions, of whatever name or nature, as the same may relate, in any manner, to the services provided by the Consultant to the Board pursuant to this Agreement. Said indemnification, defense and hold harmless shall apply to any claim, liability, suit, proceeding or action in which the Board, its officers, employees and agents may be named as a party except for negligent acts and omissions of the Board, notwithstanding that the Consultant may deem said claim, liability, suit, proceeding or action frivolous or without merit. It is intended that this provision be interpreted in the broadest manner possible to as to insulate the Board from any liability or judgment, monetary or otherwise, as the same may relate to the personnel and services provided by the Consultant to the Board pursuant to this Agreement (but not for the negligent acts or omissions of the Board, its officers, employees and agents.)
- 8.9 Fair Employment Practices: The Consultant agrees that it will not discriminate with respect to the provision of services on the grounds of race, religion, creed, color, national origin, sex, sexual orientation, marital status, military status, disability or other not-merit factors, nor discriminate against any individuals based on these grounds.

Mr. Siva Kakuturi, President
Sivic Solutions Group, LLC
118 Sylvan Way
New Hartford, New York 13413

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

Gadsden County Schools

Name_____

Signature_____

Title_____

Date_____

Sivic Solutions Group, LLC

Name Siva Kakuturi_____

Signature_____

Title President_____

Date_____

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8c

DATE OF SCHOOL BOARD MEETING: March 24, 2015

TITLE OF AGENDA ITEMS: Professional Consulting Services on two contracts

DIVISION: Finance

PURPOSE AND SUMMARY OF ITEMS: To approve the following purchase orders to encumber funds for consultant contract to continue work already started on the HRSA project and the Magnet School Initiative. This vendor exceeds the \$15,000 threshold.

PO Number	Amount	Description
187544	\$11,603.80	Continue Consulting Services on the HRSA grant
187536	\$16,534.00	Continue Consulting Services on the Magnet School Initiative

FUND SOURCE: General Fund

AMOUNT: Stated in table above

PREPARED BY: Kim Ferree

POSITION: Assistant Superintendent for Business Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

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

PURCHASE ORDER NO.

03/02/15

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351

187536

PHONE (850) 627-9651

FAX (850) 627-2760

www.gcps.k12.fl.us

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR

VN00720000

SHIP TO THIS ADDRESS

NCN CONSULTING, LLC.

BEVERLY A. NASH

65 N VIRGINIA STREET

QUINCY

FL 32351

GADSDEN COUNTY SCHOOLS

35 MARTIN L KING, JR. BLVD

QUINCY

FL 32351

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

QUANTITY	UNIT PRICE	TOTAL PRICE
1	100	100
2	200	400
3	300	900
4	400	1600
5	500	2500
6	600	3600
7	700	4900
8	800	6400
9	900	8100
10	1000	10000

PRODUCT NO. _____

DESCRIPTION

UNIT PRICE

TOTAL

CONSULTING SERVICES

COORD: THE MAGNET SCHOOL INITIATIVE -
COMBINING HAVANA ELEM & MIDDLE
CREATING A COMBINATION PK-8 GR

DUTIES: SEE CONTRACT FOR DETAILS

PERIOD: MARCH 1--DEC 15, 2015

600

PAY: NMTHAN 15HRS/WK=60 X 10MD=600

27.39 16434.00

1

TRAVEL: PVT AUTO @ \$.445/MILE

100.00	100.00
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SEE DETAILS FOR STIPULATIONS

PAY TERMS: NET 30

TOTAL	16,534.00
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1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. ☐ If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
3. Notice to Vendor/Contractor: By acceptance of the contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

[illegible]

VENDOR

Contractual Agreement Between Gadsden County School District and Dr. Beverly A. Nash

Dr. Beverly A. Nash, P.O. Box 696, Quincy, Florida 32353 (hereafter called CONTRACTOR) agrees to provide the following products and services to the Gadsden County School District (hereafter called CLIENT):

Coordination of the **Magnet School Initiative**; the combining of Havana Elementary and Havana Middle Schools creating a combination school, PK-8th grades Magnet School by providing the following services:

1. Discuss, inform and facilitate magnet school requirements and progress with District Staff, School-level staff, School Board Members and concerned citizens/committees, e.g., Dr. Shirley Aaron, Ms. Rosalyn Smith, Ms. Audrey Lewis, Ms. Sharon Thomas, and Magnet School Initiative Committee (District-Wide).
2. Assist District staff in writing necessary documents and presentations to comply with Magnet School requirements.
3. Maintain master files on initiative and monthly documentation of meeting, activities and actions (sample of product).
4. Serve as the point of contact for the initiative, along with Ms. Smith and Principals Jackson and Williams.
5. Keep abreast of changes in policies, procedures, or requirements, and continues to advise District and school-level staff of Magnet School requirements.
6. Prepare and complete necessary written documents, marketing information, PowerPoint presentations, forms, and other information.
7. Maintain communication with US Department of Education, Office of Civil Rights, etc. regarding Magnet School Initiative and funding grant process.
8. Meet with District and school staff on issues related to the Magnet School Initiative.
9. Assist staff in developing a marketing plan/message and approach; ensuring that the message delivered by school staff, students, and parents is factual, supportive, and positive. The marketing plan would include specific goals, tasks, dates, and responsibilities.
10. Assist District and school-level staff in developing recruitment/outreach plan and analyzing data related to attendance.
11. Work with District, school-level staff and Magnet School Initiative committee in the development and implementation of the Magnet School and movement of Havana Elementary to Havana Middle campus.
12. Work with staff in re-submitting magnet school proposal for US DOE funding.
13. Work with staff in identifying and implementing professional development.
14. Work with staff to develop a process to continually evaluate magnet school/program/courses.
15. Assist staff with making changes or improvements to the theme, program, and admissions criteria for magnet school.

16. Assist in developing strategies to specifically engage White and Latino families, including the families of English language learner ("ELL") students.
17. Work with District staff in supporting the magnet school development and improvement by constructing interrelated connections in five key areas: leadership, decision making and structure, people, and work processes and systems.
18. Assist District and school level staff in sponsoring public forums/community committees to provide innovative ideas, feedback, and suggestions for improvement.
19. Work with staff in cultivating community resources and partners. Assist staff with memorandum of agreement to define the partnerships.


DURATION OF AGREEMENT

CONTRACTOR shall conclude services on **December 15, 2015.**

COMPENSATION

- (a) Client shall pay the CONTRACTOR upon the receipt of monthly invoices from the CONTRACTOR that includes sample documentation describing the services that were rendered by the CONTRACTOR in support of the services for the monthly period that the invoice covers.
- (b) The CONTRACTOR will be paid in the amount of **\$27.39 per hour for no more than 15 hours per week** for services rendered as described in the agreement.
- (c) In addition to this and in accordance with Gadsden County School Board Policy, travel by private automobile will be compensated at \$.445 per mile and limited to those expenses necessarily incurred in the performance of the service description. A detailed travel log must be maintained and submitted using the District's Travel Reimbursement Form.

Signature: _____


Beverly A. Nash, Ph.D.

DATE
03/02/15

187544

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VN00720000

SHIP TO THIS ADDRESS

NCN CONSULTING,LLC.
BEVERLY A. NASH
65 N VIRGINIA STREET
QUINCY F

FL 32351

GADSDEN COUNTY PUBLIC SCHOOLS
35 MARTIN LUTHER KING JR BLVD
QUINCY FL 32351

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

QUANTITY	UNIT PRICE	TOTAL PRICE
1	100	100
2	200	400
3	300	900
4	400	1600
5	500	2500
6	600	3600
7	700	4900
8	800	6400
9	900	8100
10	1000	10000

PRODUCT NO.

DESCRIPTION

UNIT PRICE

TOTAL

CONSULTING SERVICES

DUTIES:

PROFESSIONAL CONSULTING SVCS
FOR GRANT ADMINISTRATION:
SEE ATTACHED CONTRACT/COPY FOR
SPECIFIC LIST OF DUTIES.

GRANT # C12CS26767

PERIOD:

MARCH 1, 2015 -- SEPT 29, 2015

PAY:

NO MORE THAN 15HRS/WK 60/MO X7

420

1

TRAVEL:

APX 420 HRS @ 27.39/HR

PVT AUTO @ \$0.445/MILE

SEE DETAILS FOR STIPULATIONS

27.39 11503.80

100.00	100.00
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PAY TERMS: NET 30

TOTAL	11,603.80
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1. All correspondence/shippments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. ☐ If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
3. Notice to Vendor/Contractor: By acceptance of the contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

[illegible]

VENDOR

Contractual Agreement Between Gadsden County School District and Dr. Beverly A. Nash

Dr. Beverly A. Nash, P.O. Box 696, Quincy, Florida 32353 (hereafter called CONTRACTOR) agrees to provide the following products and services to the Gadsden County School District (hereafter called CLIENT):

Coordination of the **US Department of Health and Human Services, Health Resources and Services Administration (HRSA)** funded grant transferred and rewritten from ICAN/ICAN, Too Organization-for school based health centers at the following sites: Havana Middle, George W. Munroe Elementary and James A. Shanks Middle Schools by providing the following services:

1. Review technical documentation and attend on-line classes/workshops related the HRSA grant system and electronic handbook (provide sample of product).
2. Discuss, inform and facilitate grant requirements and progress with District Staff, School Board Members and concerned citizens, e.g., Dr. Shirley Aaron, Ms. Rosalyn Smith, Ms. Kimberly Ferree, Mr. Wayne Shepard, Ms. Audrey Lewis, and Ms. Caroline McKinnon.
3. Work with Business Office and Mr. Shepard in preparing expenditure justifications and other budgetary/financial reports.
4. Assist District staff in writing necessary reports to comply with grant requirements.
5. Maintain master files on grant and monthly documentation of activities and actions (sample of product).
6. Serve as the point of contact for the grant from award to closeout.
7. Keep abreast of changes in policies, procedures, or requirements, and continues to advise District staff of grant requirements.
8. Request any prior approvals or budget amendments or extensions or change requests when identified thru communication with HRSA program officer and electronic handbook (sample of product).
9. Prepare and complete necessary/required written reports (financial and program/performance) and submissions byway of the HRSA electronic handbook (sample of product), including developing or creating the documents necessary for reporting. Example of required documentation and reporting submissions:
 - a. Construction contract
 - b. Bonding Coverage
 - c. Project Implementation Certification
 - d. Certification of Final Design
 - e. Quarterly Report (Narrative/Progress)
 - f. Quarterly Report (Financial)
 - g. Final Reports (Narrative and Financial)
10. Ask questions to HRSA when approved plans/grant does not work as expected, including inquires related to compliance and status.

11. Maintain communication with HRSA regarding grant and departmental policies, processes and procedures utilizing emails, conference and phone calls, on-line meetings, etc.
12. Meet with District staff on issues related to the grant/projects.

DURATION OF AGREEMENT

CONTRACTOR shall conclude services on **September 29, 2015.**

COMPENSATION

- (a) Client shall pay the CONTRACTOR upon the receipt of monthly invoices from the CONTRACTOR that includes sample documentation describing the services that were rendered by the CONTRACTOR in support of the services for the monthly period that the invoice covers.
- (b) The CONTRACTOR will be paid in the amount of **\$27.39 per hour for no more than 15 hours per week** for services rendered as described in the agreement.
- (c) In addition to this and in accordance with Gadsden County School Board Policy, travel by private automobile will be compensated at \$.445 per mile and limited to those expenses necessarily incurred in the performance of the service description. A detailed travel log must be maintained and submitted using the District's Travel Reimbursement Form.

Signature: _____


Beverly A. Nash, Ph.D.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8d

DATE OF SCHOOL BOARD MEETING: March 24, 2015

TITLE OF AGENDA ITEM: Federal Programs Purchase Orders

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

Vendor	P.O.#	Fund	Amount
School Improvement Network	187526	420	\$318,950.00
Dell Marketing LP	187528	420	\$100,103.85
Dell Marketing LP	187530	420	\$ 35,190.90

FUND SOURCE: Federal

AMOUNT: \$454,244.75

PREPARED BY: Rose Raynak

POSITION: Director of Federal Program

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered

CHAIRMAN'S SIGNATURE: page(s) numbered

REVIEWED BY:

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE

PURCHASE ORDER NO.

02/23/15

187526

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VS04150000 SCHOOL IMPROVEMENT NETWORK, LLC 32 WEST CENTER STREET MIDVALE UT 84047	SHIP TO THIS ADDRESS FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351
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PRINCIPAL / SUPERVISOR	COMPTROLLER <i>Kim Ferree</i>	SUPERINTENDENT
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QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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ATTN: ROSE RAYNAK/DM

1	WHAT:	***VENDOR NOT SUBRECIPIENT*** RENEWAL OF EDIVATION/EDIVATE PD360 FOR ALL TITLE I TEACHERS & STAFF AT 10 SITES. INCLUDES INTENSIVE ONLINE 24/7 AND ONSITE MONTHLY PD PROGRAM ALIGNED TO DISTRICT STAFF DEVELOPMENT PLAN	318950.00	318950.00
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PAY TERMS: NET 30

TOTAL 318,950.00

All correspondence/shippments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
 [] If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.

Notice to Vendor/Contractor: By acceptance of the contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR						TOTAL	318,950.00	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM		AMOUNT	
420	6400	360	0151	4212631			31895.00	
420	6400	360	0041	4212631			31895.00	
420	6400	360	0201	4221255			31895.00	
420	6400	360	0071	4221255			31895.00	
420	6400	360	0051	4221255			31895.00	
420	6400	360	0211	4221255			31895.00	
420	6400	360	0231	4221255			31895.00	
420	6400	360	0141	4221255			31895.00	
420	6400	360	0061	4221255			15947.50	
420	6400	360	0091	4221255			15947.50	
420	6400	360	0191	4221255			15947.50	
420	6400	360	0171	4221255			15947.50	

POSITION PAPER ON EDIVATE IMPLEMENTATION

FACTS

- The district currently has 441 teachers – 2/3 of them are annual contract - 60 are brand new.
- The district must provide new teacher and ongoing leadership training annually – currently doing this through *PAEC* and *Beacon* Courses, among other individual professional developments paid for with federal and state dollars annually (costs of which are not calculated in this paper).
- The number one variable necessary for school reform and increasing student achievement is teacher quality (documented by national research).
- Teacher training is a national priority and a specific GCPS School Board priority.
- *PAEC* costs for coursework are approximately \$18,000 per year and *Beacon* (which varies with numbers of new teachers) is costing approximately \$20,000 per year.
- *Beacon* encompasses 5 mandatory courses for new teachers relative to language/cognition; research-based strategies; assessment; differentiation; differentiated instruction; and data analysis – total investment by teacher in training is 300 hours (each topic is 60 hours); average cost per hour is \$6.60 = \$1,980 per teacher per year.

QUESTIONS and ANSWERS

Is this a new program? No – the district has had this program for 2 years and is presenting a proposal for renewing the contract for a longer period of time in order to sustain the professional development. The program has changed names from PD360 to Edivation and now to Edivate. The company is the School Improvement Network. It is a sole source.

Is this program aligned to the new Florida State Standards? Yes, there are over 400 training segments in the standards and over 450 training segments in common core (the basis of the new Florida standards).

How is the program being used currently? Primarily, the program is being used by all principals to record classroom observations during walkthroughs using the same framework as is in the teacher evaluation training plan approved by the Board. Through that platform, principals can assign specific professional development to individual teachers as they determine necessary to improve their performance in any content area and/or any component of the evaluation. The program is being used with individual teachers to prescribe specific training for very weak areas with principal follow-up and in weekly faculty meetings where principals are assigning videos during the week via email and then doing follow-up training during the faculty meetings.

How do we know that teachers are using the training? Usage reports are available by individual and by school. Each training segment has follow-up reflection questions that make a teacher reflect on what they learned and tell how they are or will be using the skills/strategies in their classes. Notification of completion of these follow-up reflections goes automatically to each principal.

Does the district use this program? Yes, currently any teacher who has been evaluated as ineffective is assigned video segments designed to enhance their performance so that they can be retained. Follow-up is done by the Deputy to ensure compliance and implementation.

Who else is using this? 35 of 67 Florida Counties (52% of districts); most of north Florida, all of Hillsborough County lowest 300 schools; all private schools in Palm Beach; all schools in Escambia and Walton Counties; 120 schools in Polk; Miami-Dade and Duval are currently presenting the program to their staff development teams for consideration.

Who will monitor implementation? District staff (Deputy, K-12 Supervisor, Director of Staff Development/Personnel); AND school leaders (principals, assistant principals, instructional coaches, lead teachers, etc.).

What is the sustainability of the program? This is a prepaid program from an approved professional development allocation that will cover a 5-year implementation period of targeted professional development. This is on-going training plan, not a sit-and-get one time hit or miss training schedule.

Will teachers get continuing education credit for coursework completed? Yes, this plan includes a systemic process of recording credit upon completion of training AND the follow-up reflection work showing how it was implemented in the classroom.

Will principals be able to customize courses for their specific target areas? Yes, a company implementation manager will work with district staff to identify the best videos out of the library of over 10,000 videos to support the modeling of strategies principals want their staff to learn.

Will the district be able to customize courses for endorsements and/or certification? Yes, the district already has a folder that contains the full 60-hour ESOL endorsement program; ESE 20-hour endorsement program - secondary and elementary; blood-borne pathogens; CPR; and is building a program to include the new teacher mandated courses. The district is also able to develop/film its own training segments and add them to the district folder featuring its own teachers and their best practices.

Can principals use this as whole-group, small-group, and individual training for teachers identified in need of improvement? Yes, the system is set up in such a way that training can be prescribed and used as the principal needs.

How much time do teachers need to invest in these trainings? Minimum required usage is 10 minutes per week for 38 weeks = 6 1/3 hours of training per year.

What is the average length of a segment? 3-10 minutes, except for endorsement segments that have specified hours of training by FDOE.

Can a teacher come back to a segment later to finish it and/or view a segment multiple times? Yes.

How do we know this will work? An independent external evaluation of the Edviate program by Harvard University found that if a teacher spends 10 minutes per week in professional development training on Edviate it will improve student performance 18% overall (18.9% in math and 18.1% in reading); 20% improvement in teacher retention; 20% decrease in dropout rates; 33% decrease in discipline issues; and 10% increase in college readiness. The study was peer-reviewed and then published in the Instructional Journal of Psychology.

How much will the program cost? Average cost is \$32,000 per school (an investment of approximately \$725 per teacher/\$145 per year over the project). This is a cost effective way to provide professional development to all teachers.

- 10 minutes per week for 38 weeks = 6 1/3 hours of training per year x \$6.60 per hour for 441 teachers = \$18,425 per year (\$92,125 over 5 years); if every teacher was brought into a physical setting for Saturday training and paid per hour for 6 hours of training at prevailing wage/benefit amounts it would cost \$79,400 (\$397,000 over 5 years).

What will the purchase include? Local 3-day boot camp for district and school leaders to develop a comprehensive implementation plan; assignment of a company implementation manager full-time (via monthly visits, daily phone, email, and technical support; training webinars; and 10 product training days on-site.

Will we own the program? No, this is a licensed product.

Why do we need this? Improving teacher quality and teacher retention are critical to raising student achievement and in the implementation of the new Florida Standards.

Where is this money coming from? Title I roll-forward (unspent professional development dollars already set-aside).

Does this money come out of the individual school allocations for Title I? No, the dollars are part of a set-aside that the district is required to pull off the top of federal dollars for school improvement and professional development.

Could this money be used for teacher pay? No, this money is categorical and not related to general revenue dollars that the district is required to use for teacher pay. The money can only be used for professional development and school improvement purposes. The money must only be used for supplemental activities and not supplant district requirements.

Will the principal be able to see if a teacher assigned to view a segment has viewed it? Yes, usage reports and follow-up emails will be generated automatically.

Is this system available all the time for teachers to take advantage of during non-working hours? Yes, it would be available 24 hours per day 7 days per week.

Will this program be updated with new segments and be responsive to changes made by Department of Education?

Yes, and automatic updates are included at no cost.

Will this expenditure duplicate other federal program costs? No, it will preserve dollars in other federal programs to be dedicated to ensuring that programs are not duplicated or fragmented while meeting set-aside requirements of Title I.

What kind of training is included in the 10,000 videos this program presents?

- Standards Training– 400 segments
- Common Core (new Florida state standards) Training – 450 segments
- Differentiation, including Differentiated Classroom Instruction – 100 segments
- Scheduling – 20 segments
- Positive Behavior Support (PBS) – 372 segments
- Response to Intervention (RtI) – 2,060 segments
- Multiple Tier Support System (MTSS) – 383 segments
- Instructional Coaching – 160 segments
- Teacher Evaluations and Support – 1,060 segments
- Teacher Observations – 40 segments
- Classroom Walkthroughs – 20 segments
- Data Analysis – 175 segments
- Parent Involvement – 90 segments
- Community Involvement - 40 segments
- Customer Service – 61 segments
- ESOL Training – 18 segments – up to 300 hours
- ESE Training – 2 segments – 20 hours
- Paraprofessional Training – 8 segments
- Bus Driver Training – 6 segments
- Health and Physical Fitness – 2,300 segments
- Bullying (including cyberbullying) 12 segments
- Diversity – 18 segments
- Harassment – 11 segments
- Leadership – 344 segments
- Equity – 272 segments
- Personalized Learning – 1,027 segments
- Small group Learning – 224 segments
- Technology – 233 segments
- Problem Solving – 204 segments
- Poverty – 26 segments
- Critical Thinking – 306 segments
- Safety – 20 segments

What else is available on the website?

Learning targets – Focus objectives, electronic portfolios, reflection questions, group tasks, and observations.

Learning progression – subject, grade, and standard level of K-12 progression reading and math, including guided lesson planning and vertical alignment.

Learning Communities – groups of peers across the nation who are interested in different educational topics.

Learning Groups – specific groups of peers from a school or district who can network around common problems.

Observation 360 – online teacher observation forms.

Video tools – to upload teacher developed videos.

Edivate training – online user manuals and training.

LumiBook – sample materials and guides.

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE

PURCHASE ORDER NO.

12/23/15

187528

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VD04220000 DELL MARKETING LP ONE DELL WAY ROUNDROCK TX 76884	SHIP TO THIS ADDRESS FED PRGMS-SCHOOL BOARD GADSDEN 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351
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PRINCIPAL / SUPERVISOR	COMPTROLLER <i>Kim Lence</i>	SUPERINTENDENT
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QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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ATTN: ROSE RAYNAK/DM

165 **ITEM:** ***VENDOR NOT SUBRECIPIENT***
 TERMS: DELL LATITUDE 3340 LAPTOP 606.69 100103.85
 QUOTE: STUDENT STATIONS ONLY
 701432725
 CONTRACT: WN05ACA
 AGREEMENT: 250WSCA10ACS;B27160

PAY TERMS: NET 30

TOTAL 100,103.85

All correspondence/shippments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
 [] If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.

Notice to Vendor/Contractor: By acceptance of the contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR						TOTAL	100,103.85	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	AMOUNT	
420	5100	643	0061	4221256	102	4853.52	4550.18	
420	5100	643	0091	4221256	100	4246.83	4550.18	
420	5100	643	0151	4221256	100		9100.35	
420	5100	643	0071	4221256	100		9100.35	
420	5100	643	0231	4221256	100		9100.35	
420	5100	643	0041	4221256	100		9100.35	
420	5100	643	0141	4221256	100		9100.35	
420	5100	643	0171	4221256	100		9100.35	
420	5100	643	0211	4221256	102		9100.35	
420	5100	643	0201	4221256	100		9100.35	
420	5100	643	0051	4221256	100		9100.35	
420	5100	643	0191	4221256	100		9100.35	

DATE _____

02/23/15

PURCHASE ORDER NO.

187530

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351

PHONE (850) 627-9651

FAX (850) 627-2760

www.qcps.k12.fl.us

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR

~~VD04220000~~

SHIP TO THIS ADDRESS

DELL MARKETING LP
ONE DELL WAY
ROUNDROCK

TX 76884

FED PRGMS-SCHOOL BOARD GADSDEN
35 MARTIN LUTHER KING JR BLVD
QUINCY FL 32351

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

QUANTITY	UNIT PRICE	TOTAL PRICE
1	100	100
2	200	400
3	300	900
4	400	1600
5	500	2500
6	600	3600
7	700	4900
8	800	6400
9	900	8100
10	1000	10000

PRODUCT NO.

DESCRIPTION

UNIT PRICE

TOTAL

ATTN: ROSE RAYNAK/DM

VENDOR NOT SUBRECIPIENT

45 ITEM: OPTIPLEX 3020 DESKTOP COMPUTER

602.63 27118.35

45 ITEM: E2414H DESTOP MONITOR

179.39 8072.55

TERMS: FOR STUDENT WORKSTATIONS ONLY

QUOTE: 686371639

CONTRACT: WN05ACA

AGREEMENT: 250WSCA10ACS;B27160

here; room #

(15)

(15)

(7)

(8)

PAY TERMS: NET 30

TOTAL	35,190.90
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PAID TERMS: NET 30
All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.

[] If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.

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[illegible]



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8e

DATE OF SCHOOL BOARD MEETING: March 24, 2015

TITLE OF AGENDA ITEM: Crossroad Academy Charter School's Student Population

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

The Board of Directors for Crossroad Academy Charter School has informed the Gadsden County School District that, for the 2015-2016 school year, they will increase the student population by 25 students for a total projected enrollment of 425 in grades Kindergarten through 12th Grade. This increase does not exceed the capacity of the facility.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Rosalyn W. Smith

POSITION: Deputy Superintendent

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered

CHAIRMAN'S SIGNATURE: page(s) numbered

REVIEWED BY:

Community & Economic Development Organization of Gadsden County, Inc.

20 East Washington Street, Suite A ■ Quincy, Florida 32351

Phone: (850) 627-7656

Fax: (850) 875-4231

February 26, 2015

Mr. Reginald C. James, Superintendent
Gadsden District Schools
35 Martin Luther King Boulevard
Quincy, Florida 32351

Dear Mr. James:

Crossroad Academy Charter School has been given the designation of "high performing charter school" by the Florida Department of Education according to F.S.1002.33(2)(a)(b)(c).

Accordingly, and pursuant to the statute, Crossroad Academy is required to notify its sponsor in writing by March 1st if it intends to increase enrollment or expand grade levels that will be added, as applicable." By way of this letter, the Board of Directors for Crossroad Academy Charter School is informing you and the Gadsden District School Board that for the 2015-2016 school year, Crossroad will increase its student population. F.S.1002.33(2)(a) says "... student enrollment may not exceed the current facility capacity." An increase of 25 students will give us a projected enrollment of 425 during the 2015-2016 school year in grades Kindergarten through twelfth, which does not exceed the capacity of the facility.

If you have questions or need clarification, please contact me at 850-627-7656.

Sincerely,



Al M. Gunn,
Executive Director

AG/kf

cc: School Board Members

Submit

AGENDA ITEM NO. 8f

Date of School Board Meeting: March 24, 2015

TITLE OF AGENDA ITEM: The School Board of Gadsden County, Contract with Independent Contractor Lanicia Arnwine

DIVISION: EXCEPTIONAL STUDENT EDUCATION

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

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

The purpose of this contract is to provide additional counseling and clinical services to students with behavioral, emotional and/or academic problems in Gadsden County Schools. These services will be provided mainly at Stewart Street Elementary/ George Munroe Elementary School and other schools/assignments as needed (as designated by the Director of Exceptional Student Education).

FUND SOURCE: IDEA dollars
AMOUNT: \$45.00 (per hour for actual hours worked)
PREPARED BY: Sharon B. Thomas *SBT*
POSITION: Director, Exceptional Student Education

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 3

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Be sure that the COMPTROLLER has signed the budget page.

This form is to be duplicated on light blue paper.

summary for
revised 0591

Proof read by: *Keala R. Francis*

2015 MAR 25 PM 5:19
GADSDEN COUNTY SCHOOLS
ADMINISTRATIVE SERVICES
DIVISION

Gadsden County School District
Exceptional Student Education
Contract with Independent Contractor
2014-2015 Fiscal Year

THIS CLINICAL SERVICES MASTER AGREEMENT ("Contract") is entered into as of this 10th day of February, 2015 by and between The Gadsden County School Board, a Florida corporation organized and existing under the law 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", and Lanicia Arnwine Marshall, LMHC, Ed.S., CAP, RPT-S, County of Leon, State of Florida, herein referred to as "Contractor".

1. The Board is in the business of providing educational and other services to the students enrolled in its institutions or programs, and in the conduct of such business, desires to have the following services, as a contractor, to be performed by Lanicia Arnwine Marshall, LMHC: Clinical Psychological Services.
2. Lanicia Arnwine Marshall, LMHC agrees to perform services for the Board under the terms and conditions set forth in this contract and in this listed manner.

RESPONSIBILITY OF CONTRACTOR

The Contractor will provide clinical psychological services on behalf of the Board with respect to all matters relating to or affecting the provision of clinical psychology to the preschool and school age population as identified by the Board and for who such services are prescribed for by a duly licensed Mental Health Counselor in the State of Florida, and that are approved by the Director of Exceptional Student Education. The Contractor will render such service according to her professional qualifications, and shall be maintained throughout the terms of this agreement. The Contractor shall provide the following services: **A.** Counseling **B.** Class wide behavioral plans **C.** Individual behavioral modification plans **D.** Consultation for clinical and/or behavioral modification plans **E.** Clinical observations for Response to Intervention **F.** Target group sessions **G.** Data Collection and Collaboration with student Study Team **H.** Participation with the Multi-tiered Systems of Support /Response to Intervention/Problem-Solving teams to suggest and/or provide interventions to students **I.** Provide therapeutic services to Individual Students and their Families **J.** Utilize therapeutic techniques to address behavioral issues, PTSD, Trauma, Parenting and other issues causing a delay in mental health.

STATUS OF THE CONTRACTOR

These services shall be provided by the contractor as an independent agent free from obligation of employment terms not thereupon agreed in the contract.

DESIGNATED WORK AREA

The School Board will provide adequate space, materials and time for the contractor to carry out treatment goals and objectives outlined in the individual education plan and treatment plan for clinical psychological services. It is understood that these services will be rendered in Gadsden County Schools, State of Florida, or other locations approved by the Director of Exceptional Student Education.

TIME ALLOTMENT FOR AGREED DUTIES

The Contractor will provide services for three (3) days per school week (7.5 hours per day). As approved by the Director of Exceptional Student Education, the Contractor may provide up to an additional (5) hours per school week for activities such as home visits, emergency assessments, and crisis management training. The allotted workflow shall also incorporate administrative duties required for accurate reporting of contracted services.

PAYMENT ARRANGMENT

The School Board will pay Contractor for all work performed by Contractor, on completion of the same, at the rate of \$45.00 per unit of services (\$45.00 per hour). Contractor will provide to the Board a statement itemizing all services rendered and the balance owed, each time a payment is due.

Payment shall be made by the Board within (30) calendar days after statements for professional services are received. Such statements shall be presented monthly.

PAYMENT OF TAXES AND ASSESMENTS

This Contractor assumes full responsibility for the payment of all assessments, payroll taxes, or contributions, whether state or federal, as to her services under this contract and as to all individuals employed by the contractor to perform services under this contract. Contractor shall furnish to the Board, upon request of the Board, a certificate or other evidence of compliance with all state or federal laws concerning contribution, taxes, and payroll assessments.

The Contractor agrees to maintain, at Contractor's expense, workers compensation insurance and liability insurance, as required by law, to fully protect Contractor and any individual employed by contractor in providing services under this contract.

CONFIDENTIALITY

Inasmuch as the Contractor will acquire or have access to information which is highly confidential, it is expected that Contractor will not disclose such information unless such disclosure is required by law by the ethical guidelines/statutes of the Florida Board of Licensed Psychologist and with approval of the Director of Exceptional Student Education.

DURATION AND TERMINATION

The parties hereto contemplate that this contract will run from February 24, 2015 to June 30, 2015. Any party wishing to terminate this contract prior to its expiration date shall provide that other party with sixty day (60) written notice.

AMENDMENTS

This agreement and any signed attachment make up the entire agreement between the parties. Said agreement can only be modified or amended in writing, signed by both parties. If any provision of this agreement is found or determined to be unenforceable, all other provisions shall remain enforceable.

In witness of their hands and seals, the parties have executed this agreement on the dates hereinafter indicated.

Lanicia Arnwine, LMHC

Date

**Sharon B. Thomas, Director
Exceptional Student Education**

Date

THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA

BY: _____

ATTEST: _____
Reginald C. James Superintendent

Date

Notice to Vendor/Contractor: By acceptance of a contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with title 34, Section 80.36(i) code of Federal Regulation. Termination for cause and for convenience by the grantee of sub-grantee including the manner by which it will be effected and the basis for the settlement will be decided by the Gadsden County School Board.

Gadsden County School District
Exceptional Student Education
Contract with Independent Contractor
2014-2015 Fiscal Year

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In witness of their hands and seals, the parties have executed this agreement on the dates hereinafter indicated.

Lanicia Arnwine, LMHC

Date

**Sharon B. Thomas, Director
Exceptional Student Education**

Date

THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA

BY: _____

ATTEST: _____
Reginald C. James Superintendent

Date

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ReBrite

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8g

Date of School Board Meeting: March 24, 2015

TITLE OF AGENDA ITEM: Energy Conservation Consulting Services

DIVISION: Department of Facilities

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

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

PURPOSE AND SUMMARY OF ITEM: For Board approval to enter into contract for five (5) years with Cenergistic to perform consulting services per attached document.

FUND SOURCE: N/A

AMOUNT: \$19,200 monthly

PREPARED BY: Wayne Shepard

POSITION: Director of Facilities

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNFATUES 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.

10-21-15 2-1-16
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10-21-15 2-1-16
10-21-15 2-1-16

To: Mr. Reginald C. James – Superintendent of Schools

W.S. From: Wayne Shepard – Director of Facilities

Date: March 4, 2015

Re: Energy Conservation RFP

We have gone through the proper channels of advertising for Energy Conservation Consulting Services. We sent out three bid packages and received only one back for consideration. We had one letter of no bid from one of the vendors who requested and received a package.

The team of Mrs. Shirley Alday, Mr. Bruce James and I reviewed and scored the only RFP received. The company turning in the only RFP is Cenergistic. We gave them an average score of 79 between the three (3) of us.

Cenergistic has a very positive track record of behavior training throughout school districts in the State of Florida, as well as all across the United States. Their personnel are very qualified with over 1,400 years of experience and they have over 150 advanced degrees as related to the requirements of the RFP. This is the same company that has made presentation to our school board on two (2) different occasions. Mrs. Ferree, Mr. Simmons and I went down to Madison County a couple of months ago and met with Madison District Staff concerning Cenergistic's performance in their district. We got a very good report on Cenergistic.

After hearing their presentation to our board and visiting Madison County and also doing research on other Florida School Districts they are involved in. I would like to recommend that we present Cenergistic to our School Board as the Energy Conservation Consultant to help us save on our utility costs.

Thank you for your consideration in this matter.

cc: Mrs. Rosalyn Smith
Mrs. Kim Ferree

Energy Savings Contract

This energy savings contract is between the Gadsden County Schools (the "District") and Cenergistic, Inc. ("Cenergistic"). This contract is subject to all applicable state and federal laws.

Cenergistic® delivers customized, comprehensive people-driven energy conservation programs that focus on changing human behavior to help school districts, churches and higher education clients reduce their consumption of energy and water without any equipment upgrades. Implementation of these programs is guided by Cenergistic's team of energy consultants - together representing several hundred years of public school energy conservation experience. Cenergistic's clients can invest the financial savings that result in the lives of the people they serve, rather than in utility companies. Cenergistic guarantees the success of these programs as set out in paragraph 8 below. To date Cenergistic has served more than 1,360 clients in 48 states.

The District is committed to its mission: "Building a Brighter Future as We Prepare Students for Success in Life." The District uses electricity, gas, heating oil, water and sewer (collectively "energy") to fulfill its mission. "Through the collaboration of a caring school community and the allocation of resources, aligned with our mission and goals, we will maximize the opportunities for all students to succeed in life." The District serves more than 5,950 children at its 14 campuses.

Cenergistic has offered to build and provide a customized energy conservation program that is focused on organizational and behavioral change and is designed with the following goals:

- Save dollars that the District can reinvest in the people it serves;
- Preserve a quality learning environment for the District's children;
- Conserve energy for a positive impact on the environment; and,
- Increase awareness to empower energy users to be energy savers.

Cenergistic will help the District pursue these goals through implementation of its energy conservation program. Central to the success of this program is the recognition of shared responsibility between Cenergistic and the District as the program is initiated and implemented. Cenergistic provides extensive resources, education and onsite training, action planning, and other conservation-related services, while the District works cooperatively to implement Cenergistic's program.

As a part of this shared responsibility, Cenergistic offers a *QuickStart* during the early months. During the *QuickStart* the District does not pay any fees to Cenergistic; at the same time Cenergistic delivers focus on priority elements of its Cenergistic energy management program for a quick start. The *QuickStart* accelerates net savings for the District.

The parties therefore agree as follows:

1. **Program.** On _____ ("Start Date") Cenergistic shall begin its work on this contract to provide the District with a people-driven energy management program that is customized to enable the District to reduce consumption of energy ("Program").

2. **Energy Consultants.** A Cenergistic team of energy consultants shall deliver the Program to the District as follows:

- Through Cenergistic's on-site and ongoing assessments of the District's facilities and based on Cenergistic's experience in having assessed thousands of client facilities, Cenergistic's energy consultants shall deliver hundreds of recommendations that are specific to the District's environment.
- Cenergistic's energy consultants shall guide and assist the District's Program implementation following Cenergistic's proven methodology, the Cenergistic energy management program.

3. **Energy Specialist.** (a) Onsite Assignment. Program implementation requires a daily focused effort in the District's facilities and areas. This effort will be led by an energy specialist who can make conservation a priority while positively engaging people to conserve energy. Cenergistic shall take immediate actions to identify and hire a person to serve as an energy specialist for the District. The contract cost or salary for the energy specialist will be paid by Cenergistic. In the event the Program is suspended for reasons set out in paragraphs 7(b) or 8(a) below, the District shall reimburse Cenergistic for the compensation of the energy specialist during the period of Program suspension.

(b) Duties. The energy specialist's primary duties will be to spend time in the District's facilities to identify savings opportunities and to work closely with the District's people to execute proven implementation strategies to change behavior linked to energy consumption. The effective management of energy information is also important for achieving positive results through accountability. For this the energy specialist will work to maintain energy consumption and other information related to energy use in the District's facilities and areas. The energy specialist will use the EnergyCAP[®] energy accounting software program from EnergyCAP, Inc. ("Software").

(c) Local Resources. Within 30 days after the selection of the energy specialist, the District will provide the energy specialist with office space, an office phone, internet access, email address, on-campus parking, building keys and alarm codes. Use of these resources is subject at all times to District policies and procedures. If requested due to safety or security concerns, the District will provide a commissioned security officer to accompany the energy specialist while performing facilities assessments outside of normal business hours.

4. **Program Implementation.** (a) Prompt Start. Once Cenergistic has assigned an energy specialist to work on-site, the District will promptly begin and then continue to implement the Program.

(b) Commitment and Communication. In Cenergistic's experience, the success of the District's Program implementation will be a function of the demonstrated commitment of the school board, superintendent and other administrators, e.g. through timely communication of high level support for the Program. More specifically, no later than 60 days after the Start Date, the school board must adopt an appropriate policy and the administration must adopt appropriate administrative guidelines reflecting the District's commitment to the Program. The District shall communicate these guidelines to

its people, construction contractors and on-site management service providers, if any. Cenergistic will facilitate semi-annual progress reports for the school board. The District will make its utility records available for review and copying on request of the energy specialist, Program Liaison or Cenergistic.

(c) **Software Tool.** The effective management of energy information is a first step to achieving positive results through accountability. Energy consumption will be accounted for by using a third party software program, EnergyCAP®, with which Cenergistic's energy consultants are knowledgeable and trained to provide support to the District. No later than 90 days after the Start Date, the District must license the EnergyCAP® energy accounting software program from EnergyCAP, Inc, or, if later recommended by Cenergistic to its clients (e.g. because EnergyCAP® ceased to be available), an alternative software program ("Software"). The District's cost for the Software is \$6,650 per year for the first three years and \$2,593 per year thereafter. Data input and maintenance will be managed and controlled, at Cenergistic's option, either by the Energy Specialist or at Cenergistic's corporate office, with District access to review all data entry.

(d) **Program Liaison.** Within thirty (30) days after the Start Date, Cenergistic and the District will discuss and collaborate on identifying one of the District's senior-level business officials to serve as the liaison and primary point of contact for the District on the Program ("Program Liaison"). The Program Liaison should be accessible and responsive to Cenergistic for communication and meetings and may not be someone who is unacceptable to Cenergistic. Cenergistic will offer education and training for the Program Liaison (and any replacement Program Liaison) to effectively serve in the role, with an emphasis that will promote the Program Liaison's role in reviewing all savings determinations. To assist in the education and training, at the next scheduled session after the Start Date, the Program Liaison shall attend, at Cenergistic's expense, the EnergyCAP workshop provided by EnergyCAP Inc. in Dallas, TX. The Program Liaison may bring other District representatives to the EnergyCAP workshop, at District expense. In the event there is a replacement Program Liaison, after designation for that position, that person shall attend the next offered EnergyCAP workshop, at Cenergistic's expense, in Dallas, TX. The Program Liaison position shall not be vacant for more than thirty (30) consecutive days during the Term of the contract.

(e) **Access, Authority and Control.** The energy specialist needs to have access to the District's systems controls, including the energy management systems ("EMS"), and the authority (in communication and coordination with other District personnel) to make changes so that facilities are not operated outside of the established policy and guidelines. The energy specialist needs the authority to: (1) program the EMS including changes in the temperature settings and run times of EMS controlled equipment (e.g. HVAC; water, heating and lighting systems), and (2) change settings and run times for each facility's equipment and systems (e.g. lighting, sewer and water systems, time clocks and thermostats) that are not controlled by the EMS. The energy specialist will not have authority to make any changes that violate District established policy and guidelines and the District retains the right to suspend the energy specialist's access at any time. In the event of such a suspension the District will immediately inform Cenergistic of the suspension and the basis. The District shall provide such access and authority to the energy specialist within 30 days of the energy specialist's first day of on-site work. This contract does not alter the District's exclusive right of control over its people and facilities and its pre-existing responsibility, if any, to provide reasonable premises safety.

(f) **No Third Party Interference.** The District shall not allow any third party to interfere with the District's Program implementation.

5. **Savings Determination.** (a) General. Energy savings are determined in accordance with the Measurement and Verification Plan ("M & V Plan") attached hereto by comparing measured use before and after the start of Program implementation, with appropriate adjustments for changes in conditions that are independent of the Program. The simple formulaic expression is:

Avoided Energy Use (or Savings) = Adjusted-Baseline Energy – Reporting-Period Energy ± Non-Routine Adjustments of baseline energy to reporting-period conditions

The energy specialist shall use the Software to calculate the District's savings by subtracting the energy actually used (i.e. consumption: kWh, BTUs, gallons, etc.) in each Performance Year (as defined below) from the use in the Base Year (as defined below), plus or minus any Adjustment Variables (as defined below), and applying the price (based on the blended rate to the District for each type of energy purchased by the District for all sources of energy except for solar which shall be valued as set out in paragraph 5(d)(iii) below) ("Savings"). The "Total Savings" means the Savings and any additional verifiable cost containment or avoidances resulting from the Program (e.g. utility refunds received as a result of a Program billing audit), in accordance with current industry-accepted valuation methodology. Savings reports shall be delivered to the Program Liaison for review and verification. The Program Liaison will work diligently to review reported Savings and will present any questions about the savings reports within five business days of receipt. Cenergistic's projections of Total Savings when using the Program are based upon energy consumption and other data furnished by the District.

(b) **Baseline Period.** A 12 month baseline period will be established as set out in the attached M & V Plan by Cenergistic and the energy specialist, in consultation with the Program Liaison. The Software will be used to establish a baseline period consisting of 12 consecutive months that precede the Start Date ("Base Year"). The District represents that the historical utility usage data provided to Cenergistic for the purpose of savings projections is accurate. If it is later determined that either: 1) there is a variation between the data provided and the accurate utility usage of ± 5% or more or, 2) changes in the 12 months preceding the Start Date would cause those 12 months to not accurately reflect actual pre-program usage by the District ("variation"), Cenergistic may select as the Base Year an alternate 12-month period from the 36 months preceding the Start Date. For new construction, the energy specialist and Cenergistic, in consultation with the Program Liaison, will use detailed, calibrated simulation analysis to compile the Base Year.

(c) **Reporting Period.** Each reporting period will be a 12 month period ("Performance Year"). The first Performance Year will begin after the energy specialist starts work and the *QuickStart* (as defined below) ends ("First Year") and each Performance Year is consecutively named. The "Second Year" means the 12 month reporting period following the end of the First Year, the "Third Year" follows the Second Year, and so on. A performance year may be suspended as set out below. Using the Software, Savings shall be calculated for each Performance Year in comparison to the Base Year.

(d) **Appropriate Adjustments.** (i) Adjustments to the baseline shall be made in accordance with the M & V Plan to recognize that the operating environment changes in ways that impact energy use but are independent of the Program (e.g. the weather) and function simply to bring energy use in the two time periods to an equivalent set of conditions.

(ii) The Software allows appropriate adjustments to the Base Year, using available data to account for the following factors occurring during the Performance Year that affect the

energy used in facilities ("Adjustment Variables"): outside temperature; floor space; occupancy type or schedule; amount, type or use of equipment; number of days in the billing period; energy rates; and reasonably estimated energy loads added or reduced after Program implementation.

(iii) The Software also allows other appropriate adjustments for a more accurate Savings calculation. If the District has experienced abnormal temperatures during the Base Year, a total of 36 months of billing information can be used to create a more accurate statistical model for the District. The District shall communicate the District's energy conservation guidelines to its construction contractors and on-site management service providers, if any. Savings will be determined using either calibrated simulation or by making appropriate adjustments, as mutually agreed by the parties, in the event of any of the following: (a) the guidelines are not substantially followed by third party construction contractors or on-site management service providers; (b) the District chooses not to substantially implement Cenergistic's water conservation recommendations; or, (c) there are equipment malfunctions that negatively impact program savings. Agreement concerning the calibrated simulation or appropriate adjustments will not be unreasonably withheld by either party. In the event solar electricity is implemented by the District, the parties agree to a process that recognizes net metered electric generation to exclude any solar production from the reported EnergyCAP use and cost avoidance. Solar energy produced (that was consumed by the building) is tracked in EnergyCAP to allow for the total energy consumption comparisons. All savings reported in the cost avoidance reports shall be from energy purchased from the grid (metered electricity) so it will be valued at the grid average unit cost (as "average unit cost" is defined in this contract and Measurement and Verification Plan). If the District fails to substantially implement the program as determined by Cenergistic in its sole discretion, the Performance Year can be suspended until the District is substantially implementing the program. If a Performance Year is suspended, it will consist of twelve non-consecutive months; however, for purposes of determining savings, savings, if any, during the suspended period shall continue to accrue.

(iv) The data will continue to be reviewed for accuracy during the term of the Contract. In the event there are inaccuracies in the data or there are data entry errors (i.e. information not known at the time, incorrect meter reading or data entered into the Software incorrectly), the data may be updated to correct such errors that occurred during the twelve (12) months immediately preceding the latest monthly billing statement. Data prior to the twelve (12) months immediately preceding the latest monthly billing statement will be deemed to be accurate by the parties.

6. **Term.** This contract shall be for a term beginning on the Start Date and ending on the last day of the Fifth Year ("Term").

7. **QuickStart and Monthly Fee.** (a) QuickStart. The District shall not pay any monthly fees to Cenergistic during the *QuickStart* period, beginning on the Start Date and ending four months after the Start Date, or on such later date as determined by Cenergistic ("QuickStart"). In the event the Performance Year is suspended as set out in paragraph 5 above, the monthly fees for the suspended period shall be deferred and the term shall be extended until 60 monthly fee payments have been made.

(b) **Monthly Fee.** The District shall pay Cenergistic a fee of \$19,200 ("Monthly Fee") per month for 60 consecutive months ("Fee Period"). The District shall pay the first Monthly Fee in the month after the *QuickStart* period and Cenergistic will bill the District on the 1st of each month for each subsequent Monthly Fee. Failure to pay the billing statement within 60 days after it is due, at

Cenergistic's option, shall result in the Program being suspended (including, without limitation, the suspension of consultant and energy specialist participation in the Program). Savings shall continue to accrue during any suspension for failure to pay the billing statement. A valid request or need for an adjustment to a billing statement shall not be good cause for failure to pay a given billing statement; any appropriate adjustments shall be made to subsequent billing statements.

(c) Additional Districts. In the event the District acquires, contracts with, or otherwise becomes responsible for educational services for another district ("acquired district"), or is requested by another district ("requesting district") to allow the energy specialist to provide energy management support, the District agrees to not share, utilize, or include the Program (including the use or services of the energy specialist trained by Cenergistic) to any extent, in any facilities in the acquired or requesting district without Cenergistic's express written consent and payment of additional fees as mutually agreed.

8. **Savings Guarantee.** (a) Cenergistic's commitment to the quality of the Program is evidenced by Cenergistic's Savings Guarantee (as defined below). Cenergistic shall reimburse the District for the difference if the District's Costs (as defined below) exceed its Total Savings, computed from the Start Date to the end of any Performance Year during the Term ("Savings Guarantee"). Due to the cumulative nature of the Savings Guarantee it is necessary to specify that Cenergistic shall not make reimbursement for amounts that Cenergistic has already reimbursed for a prior Performance Year. To be eligible for the Savings Guarantee the District must have substantially implemented the Program. If Cenergistic reasonably determines that the District is not substantially implementing the Program, Cenergistic shall give the District written notice of its determination (including specific details supporting Cenergistic's determination and specific recommendations for appropriate District action) and, at Cenergistic's election, the Performance Year and payment of the Monthly Fees shall be suspended for a period of up to four months as time to remedy. The District shall act within a reasonable time to cure such failure, with curative steps being taken within sixty (60) days after receipt of the written notice referenced above. If the parties are unable to agree on whether the District is substantially implementing the Program, the parties agree to meet to resolve the differences as set out in paragraph 13(c) below. "Substantial implementation of the Program" does not require the District to have implemented the Program in every detail. To "substantially implement" the Program means that the process of implementation is material to the extent that the program functions as intended. It requires that the Program has been implemented in its material elements, or almost fully implemented. Without limiting the foregoing, the following shall be a lack of substantial implementation for purposes of this paragraph: (i) failure to pay a billing statement within 90 days from the due date; or, (ii) if the District directs Cenergistic to stop work for reasons other than a material breach of this contract and such notice is not withdrawn within sixty (60) days after initial delivery to Cenergistic. The "District's Costs" means the total amounts paid for the initial and renewal costs of the Software, and the Monthly Fees. Cenergistic shall pay the District a required reimbursement no later than 90 days after the results for the prior Performance Year have been finalized by Cenergistic and the energy specialist. If Cenergistic fails to make a required reimbursement, the District may terminate this contract without a payment of a Work Fee and recover the amount of the required reimbursement from Cenergistic.

(b) The District shall refund prior reimbursements on the Savings Guarantee to Cenergistic if (1) the Total Savings exceed the District's Costs, computed from the Start Date to the end of a later month during the Term, or (2) the District exercises its right of Termination for Convenience (as defined below). The District shall pay Cenergistic a required refund: (1) no later than 90 days after

the results for such later month have been finalized by Cenergistic and the energy specialist, or (2) on the effective date of a Termination for Convenience.

9. **District Termination for Convenience.** (a) As provided in this contract Cenergistic anticipates a long-term relationship and remains committed to the District through the Term and beyond. However, the District may terminate this contract for any reason and without cause as provided in this paragraph. To validly exercise this right to terminate for any reason and without cause (including if there is no appropriation of funding or for any other termination that is not based on Cenergistic's failure to perform its material obligations under this contract) (a "Termination for Convenience"), the District shall provide Cenergistic with at least 60 days prior written notice and shall pay Cenergistic a Work Fee to compensate Cenergistic for its Intellectual Property, the work performed by Cenergistic and for the benefits received by the District (and not as a penalty) ("Work Fee"), with the calculation based upon the date of termination, as follows:

Quick Start through the end of Performance Year One	<ul style="list-style-type: none">a. Payment for the value of Cenergistic's Intellectual Property and the continuing benefits of the program after termination: in the amount of \$53,400 which represents 15% of Projected Performance Year One Total Gross Savings per the Cenergistic matrix; plusb. \$700 per day, for each Cenergistic employee on-site from Start Date through the termination date to cover costs including overhead
Performance Years Two through Four	An amount equal to the preceding twelve Monthly Fees
Performance Year Five	The lesser of: (a). the remaining projected Performance Year 5 fees per the Cenergistic matrix; or, (b). an amount equal to four Monthly Fees

Upon a Termination for Convenience, the Work Fee shall include the following additional amounts which the District shall pay Cenergistic: the unpaid Monthly Fees but only through the termination effective date (including any months which were deferred because of a suspension of the Performance Year as set out in paragraph 5 above). A Termination for Convenience voids the Savings Guarantee. This termination right does not limit the rights and remedies of the District. More specifically, if Cenergistic fails to perform its material obligations under this contract, the District's legal rights and remedies are not limited by the terms of this paragraph. If the District contends Cenergistic has committed a material breach of the contract, the District will provide written notice to Cenergistic specifically describing the breach and giving Cenergistic a reasonable opportunity and time (not less than 30 days) to cure the claimed breach before taking other action. If the material breach is not remedied by Cenergistic following the notice as set out above, the District may terminate this contract without any obligation to pay a Work Fee.

10. **Termination Event.** Upon termination of this contract the District shall promptly: (a) return to Cenergistic all materials and Proprietary Information previously furnished by Cenergistic or accumulated by the District in connection with the Program, including all copies thereof; (b) cease using the Proprietary Information and implementing the Program; and (c) discontinue the employment of any District energy specialist trained by Cenergistic in that position.

11. **Proprietary Program and Information.** (a) The District will have access to and use of Cenergistic's energy management program as well as materials that are copyrighted, trade secrets and other information that is proprietary to Cenergistic (collectively "Proprietary Information"). Furthermore, the Proprietary Information also includes all database files created using the Software.

(b) The District agrees that the Proprietary Information (including all copies) continues to be Cenergistic's property and should be kept confidential to the full extent permitted by law. The District shall give Cenergistic written notice and an opportunity to respond if the District receives a third party request for Proprietary Information. The District shall not disclose the Proprietary Information to any unauthorized person or use it outside of the District or this contract. The District shall assist Cenergistic in the protection of the Proprietary Information. The District's obligations under this paragraph survive termination of this contract.

(c) While under contract with Cenergistic and for a period of two years following the termination of this contract, the District will not solicit, hire or retain any Cenergistic employees or contractors for employment or other work at or for the District.

12. **Program Continuation.** (a) **No More Fees.** Once the District has paid all fee amounts owed to Cenergistic for the Fee Period and so long as: (i) the parties mutually agree to the continuation details as set out in 12(b) below, and (ii) the District continues to substantially implement the Program, (which shall include maintaining current performance data in the Software), the Program shall continue with no additional fee payments to Cenergistic. During this Program Continuation period the District may continue to implement and utilize the Program but always subject to the District's continuing obligations in this contract regarding the Proprietary Information (as defined and set out above).

(b) **Transition at end of Term.** To allow for a smooth transition from the contract term to the sustainability phase, no later than six (6) months prior to the end of the Term the parties will meet to mutually agree upon the following transition and continuation details: (i) all issues concerning the energy specialist during the Program Continuation phase including, but without limitation, the process of selection, compensation, training and employment, and (ii) any optional value added services to be provided by Cenergistic. In the event the parties are unable to mutually agree upon the necessary details for Program Continuation prior to the end of the Term, the Program will terminate at the end of the Term.

13. **Miscellaneous.** (a) This contract constitutes the entire agreement of the parties with respect to the subject matter of this contract. This contract supersedes the parties' prior communications, requests, responses, proposals, offers and agreements, if any. This contract may be modified only by a writing signed by the parties. Invalidity or unenforceability of one or more provisions of this contract shall not affect any other provision of this contract.

(b) In an action to enforce or construe this contract in a court with competent jurisdiction, the prevailing party shall be entitled to recover its reasonable and necessary attorneys' fees and costs of court.

(c) Dispute Resolution. Open communication and cooperation of the parties is vital to the success of the Program and to the settlement of disputes if they arise. If a dispute persists, either party may suggest an executive meeting for review and resolution. The party suggesting the meeting should identify the issues in dispute and coordinate a face-to-face meeting at the District to review the issues and solution options. The executive officer for each party who has full authority to discuss the issues and commit to effective solutions shall attend and participate in the meeting. Also, those persons with firsthand knowledge of the issues must be available for the meeting. No dispute under this contract shall be subject to litigation proceedings prior to completing the meeting, except for an action to seek injunctive relief.

Each party is signing this contract on the date stated under that party's signature.

Gadsden County Schools

By: _____

Name: _____

Title: _____

Date: _____

CENERGISTIC, INC.

By:  _____

Name: John Bernard

Title: President

Date: February 13, 2015

Gadsden CS, FL – K12 FF5 SES CONTRACT v.2 021315



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8h

DATE OF SCHOOL BOARD MEETING: March 24, 2015

TITLE OF AGENDA ITEM: Affiliation Agreement with Tallahassee Memorial Hospital

DIVISION: Curriculum and Instruction

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

PURPOSE AND SUMMARY OF ITEM: Seniors enrolled in the Health Science Academy at East Gadsden High are required to complete 20 hours of clinical rotation at a hospital and 20 hours at a long-term care facility as part of the requirements for completing the academy and becoming eligible to take the state Certified Nursing Assistant (CNA) examination. We are seeking to contract with TMH to serve as a venue for our students to complete their hospital experience. The hospital has provided a standard contract they have used in partnerships with other school districts, colleges and universities whose students complete the same or similar requirements at their facility.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Curtis Richardson

POSITION: STEM Coordinator

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 2 :Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered: 10, 12 & 18

CHAIRMAN'S SIGNATURE: page(s) numbered

REVIEWED BY:

AGREEMENT

THIS AGREEMENT, made this 24th day of March, 2015, between Tallahassee Memorial HealthCare, Inc., a Florida non-profit corporation, (hereinafter referred to as "TMH") and The Gadsden County School Board(hereinafter referred to as the "School District" (which may be any university, college, high school or other institution of learning which uses the resources and/or facilities of TMH).

WITNESSETH:

WHEREAS, TMH is a non-profit Florida corporation which operates a hospital in Tallahassee, Leon County, Florida; and

WHEREAS, the School provides educational programs (herein after sometimes referred to as the "Program" or "Programs") for the purpose of training students enrolled in the School (the "Students"), and desires to have certain learning experiences take place on TMH premises; and

WHEREAS, TMH agrees that the clinical experiences of certain of the School's Programs may be conducted within its facility by faculty-employees of the School and under general supervision of the School, under the terms and conditions set forth below.

NOW THEREFORE, in consideration of the mutual agreements of the parties as hereinafter set forth, it is agreed as follows:

1. Program Description. A description of each particular Program (the "Program") for which clinical training will take place at TMH, including but not limited to the specific number of Students, the scheduling of classes and other learning activities, the faculty's accessibility to Students and other issues unique to the relationship will be agreed upon by the parties, set forth in writing, and attached as a Program Addendum to this Agreement. The initial Program Addendum is attached to this Agreement as "Program Addendum No. 1 for Academic Year Beginning 2014 and ending 2015" and by reference made a part hereof. For each additional, subsequent Program for which training will take place at TMH, the parties shall execute a new Program Addendum, specific to each Program and numbered in chronological order. A sample of such Program Addendum is attached as Attachment "1" and by reference incorporated herein. Upon a Program Addendum being executed, a Program Addendum will be attached hereto and incorporated as if fully set forth herein. Access to and utilization of TMH facilities and resources by the Program Participants (as defined below), as well as the utilization by TMH of the School's faculty and resources, shall be accomplished pursuant to guidelines to be jointly agreed upon by TMH and the School, which shall also be set forth in this Agreement.

2. Educational Responsibility. School is solely responsible for the implementation and operation of the Programs and the education, training and supervision of the Program

Participants (as defined below). TMH agrees to provide cooperation and assistance to the Programs; however, School is solely responsible for the curriculum, content, quality and evaluation of the Program Participants' educational activities conducted at TMH facilities, unless otherwise specified in Program Addendum 1.

3. Orientation: All School faculty and Students will receive the same orientation required of TMH employees. At or before the TMH orientation Program Participants shall execute copies of the Attachments "2," "3," and "4." As part of TMH orientation, Program Participants also are required to sign all other statements of responsibility and acknowledgments and training modules as required by TMH which may include, but are not limited to, the Code of Conduct document and Health Insurance Portability and Accountability Act of 1996 ("HIPAA") training module.
4. Faculty. The School shall provide at its own expense such faculty as necessary to carry out each Program's curriculum and objectives to educate Students in a clinical/educational environment at TMH.
5. Coordination of Programs. All Students, faculty, employees, agents and representatives of the School participating in the Programs at TMH (the "Program Participants") shall be coordinated through the TMH appointed liaison for each Program. All of the School's Programs shall have an appointed liaison to work with TMH in the coordination of each of the Programs. The appointed liaisons shall be identified by name and/or title in the Program Addendum attached to this Agreement.
6. Responsibility Statements. The School shall require and ensure that each Program Participant signs a Statement of Responsibility in the form set forth in Attachment "2" for injury or loss sustained during their participation in any of the Programs, and an Information Access Security and Patient Confidentiality Agreement in the form set forth in Attachment "3". Each Program Participant must also sign an Agreement in the form set forth in Attachment "4" to not assist voluntarily in any legal action or activity against TMH. Program Participants who have not signed any of these agreements shall not be allowed to participate in any Program's activities at TMH.
7. Insurance. The School shall inform the Program Participants who are Students that each Student Program Participant must have professional liability insurance which covers each Student Program Participant at a minimum of \$1,000,000 per medical occurrence/incident with an aggregate of \$3,000,000. The School shall identify and provide the Student Program Participants with information about insurance companies, programs and/or coverage which meet this requirement. The appointed liaison from each of the School's Programs shall collect documentation or certificates from each Student Program Participant or otherwise shall provide to the TMH Risk Manager evidence satisfactory to TMH of professional liability insurance that covers each Student Program Participant at a minimum of \$1,000,000 per medical occurrence/incident with an aggregate of \$3,000,000. The professional liability

coverage for Program Participants who are Faculty shall be provided through the self-insurance program of the State of Florida, pursuant to 768.28, Florida Statutes, as amended from time to time.

8. Indemnification. TMH and School agree to be responsible, to the extent provided by law, for the acts and/or omissions of their respective officers, employees and agents. However, this paragraph shall in no way act as a waiver of sovereign immunity or of any other defenses which either party may have to the prosecution of a legal action or any allegations made thereunder.
9. Health of Participants. All Program Participants shall comply with TMH employee health requirements and all Infection Control Policies and Procedures of TMH including but not limited to immunizations and screenings for specified communicable diseases. In the case of exposure, TMH shall be responsible for offering appropriate testing for the affected Program Participant in accordance with its exposure control plan, counseling and recordkeeping. TMH will use its best efforts to appropriately test the source patient and to obtain patient's consent for disclosure of test results to the Infection Control officer of the School. TMH shall not be responsible for arranging for the Program Participant's medical care and/or treatment if necessary, including transportation in case of illness or injury while participating in any Program at TMH.
10. Emergency Care. TMH will provide emergency medical care to a Program Participant who becomes ill or is injured while participating in any Program at TMH; however, any Program Participant who receives such emergency services or any other health care services shall be responsible for the payment for such services, and the School shall be responsible for determining that all Program Participants have and maintain appropriate health insurance. If a Program Participant does not have and maintain appropriate health insurance and provide proof of such insurance, the Program Participant shall not be allowed to participate in any Program at TMH.
11. Dress Code and Other Policies. The School shall require the Program Participant to dress in accordance with dress and personal appearance standards in accordance with TMH policies and procedures. The current dress code is set forth in Attachment "6" and is subject to change at TMH's discretion; School and Program Participants shall be responsible for complying with all TMH policies and procedures including the dress code, as they may be amended from time to time. The Program Participants will obtain and properly display the photo identification badge provided by TMH in accordance with TMH policies and procedures.
12. Background Check and OIG and Medicare Exclusion Review/EPLS. The School agrees to the terms and conditions of Attachment "5" which requires criminal background checks and drug screenings for each Program Participant prior to Program Participant participating in any Program at TMH. All costs associated with

this requirement shall not be the responsibility of TMH. Any Program Participant who has not had the required background check or has not passed it according to TMH standards shall not participate in any Program at TMH. Such background check information obtained and provided to TMH by the School shall be kept confidential by TMH and not shared with any third party except as may be required by law. Such information shall be accessed only by TMH employees who need to deal with the information in the normal course of their duties.

It is the policy of Tallahassee Memorial Healthcare, Inc. to exclude from clinical experiences Program Participants who have engaged in fraud or abuse of state and/or federal programs. As part of the clearance process, all prospective students/faculty will be investigated for fraud and abuse of federal programs as part of our clearance process.

13. Compensation. The School shall be solely responsible for all applicable salaries, benefits, taxes and insurance of its own personnel, agents, employees, Students and Program Participants.
14. Service Performance. All licensed Program Participants shall be duly licensed, certified or otherwise qualified. The School shall have a specially designated staff person(s) to act as a liaison and to coordinate with TMH in the performance of the services specified herein. The School and all Program Participants shall perform their duties and services hereunder in accordance with all relevant local, State and Federal laws, and shall comply with the standards and guidelines of all applicable accrediting bodies and the Bylaws of TMH, and any rules and regulations of the School and TMH as may be in effect from time to time. The School and Program Participants shall in no way interfere with or adversely affect the operation of TMH or the performance of services therein. The School represents that the services and duties of the School contemplated by this Agreement will not violate the provisions of or constitute a default under any other Agreement or contract to which the School is a party or by which it is bound or which would preclude the School from performing pursuant to this Agreement.
15. Student Participation. Students shall engage in no patient activity or encounters other than as set forth in the applicable Program Addendum. All such activities and encounters shall be under the supervision of the appropriate faculty member, as set forth in the applicable Program Addendum.
16. Facilities.
 - a. TMH shall, subject to available resources and TMH policies, procedures and needs, arrange for access by Program Participants to TMH facilities appropriate to the goals and objectives of each Program, subject to TMH policies and procedures.

- b. TMH agrees to allow Program Participants, at their own expense, to use the cafeteria facilities provided for TMH personnel and at the same prices charged TMH personnel, providing these facilities are available.
- 17. Records. TMH shall permit the Program Participants to have access to patient medical records only as necessary for participation in each Program as required and in accordance with TMH policies, regulations and bylaws and the standards of conduct and ethics of the profession to the extent such access is necessary to participation in a Program. The Program Participants shall treat these medical records as confidential. The School shall comply with all HIPAA requirements and TMH's HIPAA policies and procedures. The School shall inform Students about HIPAA and other applicable health care and professional confidentiality and privacy standards and the requirements to comply.
- 18. Policies and Procedures. All Program Participants to include faculty and students shall abide by and be governed by the policies and procedures of TMH, the TMH Code of Conduct and the TMH Compliance Program. Furthermore, if TMH determines that any activity of Program Participants at TMH are contrary to the general operational practices and policies of TMH, TMH agrees to inform the School by written notification of said concerns, specifying which policies, procedures and/or general operation are in question. TMH may make a recommendation as to what action should be taken to remedy the situation--Or at its sole discretion TMH may cease to allow access to TMH records, systems, facilities or resources to the Program Participant. Should TMH, in its sole discretion, determine that the actions or behavior of any Program Participant are disruptive, unsafe, or otherwise unacceptable, then TMH shall request a conference the Chairperson of the Program Participant's Program, to determine an appropriate course of action to resolve the problem; however, in such event, said Program Participant's participation in its Program at TMH may immediately cease in TMH's sole discretion.

TMH agrees to include faculty-employee members of a Program in staff meetings when policies to be discussed will affect, or will be related directly, to a specific Program, in TMH's discretion.

- 19. Program Instruction. The School shall, upon request, provide TMH the current curriculum, course objectives and syllabus of the School's applied educational Program and such other material or information as may reasonably be required to inform TMH of the nature and extent of a Program. TMH agrees that the instruction under each Program, in accordance with Paragraph 2(a) hereof, shall be given during Monday through Friday school days when possible, excepting regular holidays as provided for in the regular school calendar as established by the School. TMH agrees that the division and arrangement of time under each Program, with reference to

theoretical and clinical learning experiences, shall be determined by the faculty-employees of the School and shall be based upon the needs of the Students for specific learning experiences required to meet the objectives of each Program; however, TMH shall have the authority to take any action which may modify or limit the activities of a Program at TMH in any way necessary for the best interests of TMH and its patients.

20. Clinical Responsibility. TMH will retain responsibility for the care of TMH's patients and will reserve the right to modify or limit the activities of a Program at TMH in any way necessary for the best interests of TMH and its patients.
21. Confidentiality. The School and its agents, Students, faculty, representatives and employees agree to keep strictly confidential and hold in trust all patient information and business, financial, corporate and proprietary information. Information in any medium, to include paper and electronic, shall not be removed from TMH facility, transmitted, e-mailed, copied or photographed or downloaded to any mobile device or storage media without the express prior written authorization in the proscribed form and format from the designated TMH liaison. The School shall not disclose the terms of this Agreement to any person who is not a party to this Agreement, except as required by law or authorized by TMH. Unauthorized disclosure of the terms of the Agreement shall be a material breach of this Agreement and shall provide TMH with the option of pursuing remedies for breach, and notwithstanding any other provision of this Agreement, immediately terminating this Agreement by written notice to the School.

All information gathered by or provided to School and Program Participants under this Agreement shall be confidential information and shall be the sole property of TMH, except as otherwise provided by law. Except upon the prior written consent of TMH, School and Program Participants shall not use or disclose any information gathered by or provided to School and/or Program Participants under this Agreement for any purpose not in conformity with state law and regulations, including but not limited to HRSM 50-1, and federal law and regulations, including but not limited to 45 CFR, Part 205.50. All TMH patient information and records shall remain the property of TMH.

The School and its agents, faculty, representatives and employees agree to require the School and its agents, faculty, representatives and employees to maintain in strict confidence all patient identifying information ("PHI") received by School and Program Participants from TMH in carrying out its duties under this Agreement and to inform Students of their responsibilities and necessary compliance with the requirements to maintain in strict confidence all PHI received by School and Program Participants from TMH in carrying out its duties under this Agreement. Specifically, School shall comply, shall require its agents, faculty, representatives and employees to comply and inform its Students of the necessity of their compliance with the

following:

- a. only use or disclose Protected Health Information ("PHI") as defined by HIPAA as permitted under this Agreement and not in a manner that would violate any privacy standards established under Federal or State law (the "Privacy Standards"),
- b. use appropriate safeguards to prevent the use or disclosure of PHI except as permitted by this Agreement,
- c. report any known misuse of PHI to TMH,
- d. impose these same requirements on any subcontractors or agents of School,
- e. cooperate with an accounting of disclosures to individuals as required by the Privacy Standards, and
- f. make the internal practices, books and records of School and relating to use and disclosure of PHI available to the United States Department of Health and Human Services.

Notwithstanding the foregoing, School agrees to comply with all local, State and Federal rules, regulations and statutes, as well as with TMH's policies and procedures relating to confidentiality.

TMH agrees that to the extent that it maintains records regarding any Program Participant's clinical experience that it shall act consistently with Florida and Federal Laws related to the confidentiality of student records.

This confidentiality provision will survive the termination or expiration of the terms of this Agreement.

22. Student Conduct. In the event conflicts or problems arise with respect to the assignment or conduct of any Program Participant, TMH reserves the right to require the school to immediately withdraw from the Program any Program Participant whose work or conduct is not in full accord with TMH's standards of performance or policies and procedures, the Information Access Security and Patient Confidentiality Agreement (Addendum 3) and this Agreement or upon the determination by TMH that such Program Participant's presence is detrimental to the interests of TMH. In such situation, TMH shall have the right to require the Program Participant to cease Program activity at TMH and leave the TMH premises.
23. Withdrawal of a Student. The School may, at any time, withdraw a Student whose progress, conduct or work does not meet the School's standards for continuation in a

Program. The School may, in addition, immediately withdraw a Student from TMH when, in its judgment, the clinical experience does not meet the student's needs. The School will ensure that any TMH confidential information that may be in the possession of the Student is returned to the TMH liaison.

24. Independent Agent. It is expressly understood and agreed that in no event shall Students or other Program Participants be considered, deemed or represent themselves as agents, officers, servants or employees of TMH. Specifically, TMH and the School expressly agree that all faculty-employees of the School and under any Program shall remain agents or employees of the School and shall not at any time during the term of this Agreement be considered, deemed or represent to be the personnel, employees or agents of TMH. Further, it is expressly understood and agreed that in no event shall the employees or agents of TMH be considered, deemed or represent themselves as agents, officers, servants or employees of the School.

TMH and the School further agree that they will never act, or represent that they are acting as agent of each other, nor incur any obligations on the part of the other, without first obtaining the express written authority of the party who is to be obligated.

25. Copy of Agreement. TMH and the School agree that executed copies of this Agreement shall be placed on file with the School and TMH.

26. Modification or Termination.

- a. Modification. This Agreement constitutes the entire Agreement of the parties and supersedes any prior Agreements, whether oral or written. This Agreement shall not be modified unless in writing and signed by both parties.
- b. Termination. In the event either party, with or without cause, decides to cancel this Agreement, then that party shall notify the other party in writing thirty (30) days prior to the date of termination, specifying that the termination be effective at the completion of the clinical experience of the ongoing classes, not to exceed nine (9) months except as set forth in 26.c. below.
- c. This Agreement will terminate immediately upon either TMH or School losing accreditation or otherwise ceasing to operate.

27. Applicable Law. This Agreement shall be governed by the Laws of the State of Florida.

28. Notices. Any written notices required by the Agreement or any other notices, reports, letters, etc., shall be mailed to the parties at the following respective addresses:

To TMH: Robert L. Moore, Jr., Esq., SPHR
Vice President & Chief Human Resource Officer
Tallahassee Memorial HealthCare, Inc.
1300 Miccosukee Road
Tallahassee, FL 32308

With a copy to: E. Murray Moore, Jr., Esq.
Pennington, Moore, Wilkinson, Bell & Dunbar, P.A.
215 South Monroe, Second Floor
Tallahassee, FL 32301

To School: Honorable Reginald James
Superintendent
Gadsden District Schools
35 Martin Luther King, Jr. Boulevard
Quincy, Florida 32351

29. Binding Effect. This Agreement shall be binding upon the parties' successors and assigns and legal representatives.
30. Term of Agreement. Subject to the provisions related to termination as hereinafter provided, the term of this Agreement shall commence on the date set forward above and continue for one (1) year, provided however that this Agreement shall renew automatically for two (2) successive one (1) year terms, unless terminated as set forth in paragraphs 26(b) and (c).
31. Assignability. Neither party shall assign this Agreement without the written consent of the other party.
32. Discrimination. The School and TMH will comply with Title VII of the Civil Rights Acts of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, and related regulations. Assurance is given that neither will discriminate against any employee or applicant for employment or registration in the course of study due to race, color, creed, age, sex, marital status, national origin or handicap. In the event such discrimination occurs, then the non-discriminating party may terminate this Agreement immediately by written notice to the other party.
33. Litigation expenses. In the event of litigation between TMH and the School arising from any provision of the Agreement, each party shall bear its own costs and expenses, including reasonable attorneys' fees.

TALLAHASSEE MEMORIAL HEALTHCARE, INC.

By: _____
Robert L. Moore, Jr., Esq., SPHR **Date**
Vice President & Chief Human Resource Officer

Gadsden County Schools/ East Gadsden High School

By: _____
Honorable Reginald James **Date**
Superintendent of Schools

ATTACHMENT "1"

PROGRAM ADDENDUM NO. 1 TO AGREEMENT BETWEEN TMH AND GADSDEN COUNTY SCHOOL BOARD FOR ACADEMIC YEAR BEGINNING August, 2014 AND ENDING May, 2015

Name of School: East Gadsden High School

Name of Program: Health Science Academy

Name of Contact Person at Program: Curtis Richardson / Alesia Grimsley

Phone Number: 662-2300

1. The Program may be described as: The Health Science Academy (grade 12) at East Gadsden is a college preparatory program designed for those students who desire to pursue a post-secondary education and major in an area in the Health care industry. They will receive instruction and experiences that will prepare them for college and a career in healthcare. In addition, they will be prepared to receive industry certification as a Certified Nursing Assistant (CNA) to enter the healthcare workforce in this capacity.
2. The Program and TMH agree to the specific terms and conditions as follows:
 - a. The specific number of Students is Six (6) for each interval of study, which is for a period of _____ [the number](Circle one: days, weeks, months, academic quarter, academic semester).
 - b. The classes and/or learning activities shall be scheduled as follows: The students will complete Twenty (20) hours of clinical rotation at the hospital as one of the State's requirements for completing the academy and gaining eligibility to take the CNA Examination. The schedule of visits will be cooperatively arranged between hospital staff and the Academy Coordinator and instructor from the school. They will jointly agree upon the students' learning experiences and supervision during their visits to the hospital. Students will be supervised by the instructor who is a certified Licensed Practical Nurse. They will be assigned to various departments in the hospital that normally employ Certified Nursing Assistants.
 - c. The Program faculty's accessibility to Students shall be: The faculty instructor will be on site at all times that the students are on site at the hospital. The instructor will be either directly supervising the students or rotating between clinical experience sites as needed or recommended by TMH staff.

- d. The Program Participants' access to and utilization of TMH resources and facilities and any utilization by TMH of the Schools' resources and facilities are agreed upon as set forth as follows: The students will have access to patient care areas (under appropriate supervision) in which a Certified Nurse Assistant could be utilized by the facility for direct patient care.
 - e. Other issues unique to the Program and its educational and training activities are as follows: Students participating in this experience will have been trained and certified in CPR.
(Please use the back of this paper or attach other documents which address any such issues.)
3. Each of the parties does hereby warrant that it has full and lawful authority to execute this Program Addendum No. 1 and to comply in all respects with the terms and conditions thereof. The undersigned agent of each party is vested by appropriate resolution of the party's Board of Directors, with the authority to sign this Program Addendum No. 1 and to thereby bind, in all respects, the respective party.

TALLAHASSEE MEMORIAL HEALTHCARE, INC.

By: _____
Robert L. Moore, Jr., Esq., SPHR **Date**
Vice President & Chief Human Resource Officer

By: _____
TMH Department Representative **Date**
Title

Gadsden County Schools/ East Gadsden High School

By: _____
Honorable Reginald James **Date**
Superintendent of Schools

ATTACHMENT "2"
STATEMENT OF RESPONSIBILITY

The undersigned ("Program Participant") is a student of _____ (the "School") participating in a School Program (the "Program") at Tallahassee Memorial HealthCare, Inc. ("TMH"). For and in consideration of the benefit provided the undersigned, in the form of experience in evaluation and treatment of patients of TMH and other good and valuable considerations, the Program Participant hereby covenants and agrees that, in the event of injury or loss sustained by the Program Participant while participating at TMH in the Program, the liability of TMH shall be limited to the negligent acts and/or omissions of TMH employees. If not provided by the School, Program Participant shall purchase his/her own liability insurance to provide coverage for any injury or loss sustained by Program Participant while participating in the Program at TMH; such insurance shall be in amounts satisfactory to TMH, at a minimum of \$1,000,000 per medical occurrence/incident with an aggregate of \$3,000,000, and Program Participant shall provide proof thereof.

Dated this _____ day of _____, _____.

Program Participant Signature

Program and School

Print Name of Program Participant

Witness

Date

**Each Program Participant shall execute this Statement of Responsibility during
or before the Program Participant's TMH orientation.**

ATTACHMENT "3"
Tallahassee Memorial HealthCare, Inc.
Information Access Security and Patient Confidentiality Agreement

The undersigned agrees and commits to the following statement:

Tallahassee Memorial HealthCare, Inc. ("TMH") respects the confidentiality of our patients' medical information. We believe that patients have the right to have their medical information used appropriately for their care and to expect that caregivers will carefully protect the privacy of that information. The HIPAA Privacy and Security Standards, HITECH Act of 2009, Florida Statutes, and the related TMH Privacy and Security policies and procedures ("P&P's") (on the TMH Intranet) place certain restrictions on the processing, use, and disclosure of individuals' and patients' Protected Health Information ("PHI") and other Confidential Information. During the performance of duties, colleagues (employees), students, volunteers, and certain contract staff may have access to and/or be involved in the processing of Confidential Information, including but not limited to: patient PHI and electronic PHI ("ePHI") to include medical records; indexes of medical information; patient demographics, billing, and appointment history; confidential communications for diagnosis and treatment purposes; Human Resources ("HR") records; and other business, financial, corporate and proprietary information. TMH expects that all individuals who have been granted authorized access to Confidential Information will do so in a manner consistent with regulatory requirements, laws, and established TMH P&P's related to the transmission, use, and disclosure of Confidential Information and the security of TMH information systems and data.

I understand and agree to adhere to the following:

1. All information related to a patient's healthcare and treatment in any facility, department, or unit of TMH is considered "protected health information." This information can only be accessed and shared with those who have a "need to know" while performing duties related to treatment, payment, and healthcare operations ("TPO"). While performing my duties, I may have access to information concerning all TMH patients; however, only the minimal amount of information necessary to adequately perform my specific job responsibilities will be accessed.
2. No information concerning TMH patients will be used, disclosed, or discussed outside of TMH unless specifically authorized by the patient, permitted by the HIPAA Privacy Rule, or required by law. If I have any questions about the appropriateness of disclosure, prior to disclosure, I will make inquiry to the appropriate supervisor or Privacy Officer as indicated.
3. Patient information will not be discussed openly in a public environment, such as elevators, corridors, hallways, cafeterias, or at any other location where others may overhear comments. Discussions necessary for the care of the patient will be conducted as discreetly as possible.
4. Only authorized personnel may release copies of the patient's medical record and only in accordance with TMH policy and consistent with state and federal regulations. Patient information, such as name, date of birth, address, and/or social security number, will not be recorded on any documents which are removed from my work area or from the facility. Patient information may not be photocopied for personal or school-related use.
5. Telephone inquiries concerning a patient's condition must be referred to individuals who are authorized to respond to such inquiries. Disclosure of PHI over the telephone will be done in a manner that reasonably ensures protection of the information, to the greatest extent practicable, without interfering with the intended purpose of the communication.
6. Computer passwords will be kept confidential. Inappropriate use of or failure to maintain the confidentiality of any computer password will be cause for disciplinary action.
7. I shall not provide any opinion or testimony, in any form, concerning care provided at TMH or otherwise assist in any way, any attorney, plaintiff or prospective plaintiff or defendant in any cause of action against or contemplated against TMH unless subpoenaed or Court ordered to do so.
8. I will use my user identification code (user ID) and password solely in connection with my authorized access to information. I will take all necessary steps to prevent anyone from gaining knowledge or use of my user ID and password. I understand that my password is recognized as my personal signature on each computer function. For security purposes, I understand that if my account is inactive for 90 days or more, it will be disabled until notice is given by the authorized user or supervisor to reactivate.
9. I am responsible and accountable for all entries made and all records retrieved under my username and password.
10. I will use TMH information resources for business reasons only and will not use information resources for personal use. Under no circumstances will I utilize TMH information resources (specifically e-mail) for purposes prohibited by TMH's P&P's, or for personal benefit or gain, solicitation, or distribution of information that is not related to TMH business, with the exception of short informational messages approved by my supervisor.
11. I acknowledge that e-mail communications, computer systems, and any other information resources are not private and may be monitored by TMH to ensure that there is no unauthorized use of the company's systems. I also acknowledge that use of TMH communications

facilities to convey offensive, harassing, vulgar, obscene or threatening information, including disparagement of others based on race, national origin, marital status, sex, sexual orientation, age, disability, pregnancy, religious or political beliefs, or any other characteristic protected under federal, state or local law, is strictly prohibited and can result in termination.

12. I will respect laws regarding copyrighted software and not make unauthorized copies of software, even when the software is not physically protected against copying.
13. I acknowledge that my obligations and responsibilities continue after termination of employment, contract or affiliation with TMH.
14. I will ensure that Anti-virus software is run by authorized information technology department staff on all new software loaded on TMH computers. I understand that I am not authorized to bypass this step.
15. I will sign off and/or physically secure a terminal or PC when leaving it unattended in an area open to unauthorized individuals.
16. I will not load copyrighted software, shareware and/or freeware, etc. (software programs that are not protected by copyright) on any TMH computer without prior approval by the Information Technology Department.
17. I will protect terminals, network devices and personal computers from theft and physical damage.
18. If applicable to my job description, it is my responsibility to correct colleagues' time; I must follow hospital policies set forth in the TMH HR P&P's (on TMH Intranet). I understand that failure to pay colleagues in accordance with hospital policy can and will result in disciplinary action up to and including termination.
19. I will follow the process established for patients to access patient records and accounts, and I will not access patient records or accounts for myself or family.
20. I will not remove PHI from TMH property either in hard copy of electronic form or on any mobile device, i.e., laptop, PDA, or storage medium, (i.e., CD, thumb drive, USB stick) without the written authorization as required by TMH P&P's.
21. I will report any violation of the information security and patient confidentiality policy to Supervisors, the TMH Security Officer or the TMH Privacy Officer.
22. I understand that violations of security and/or privacy rules and P&P's, whether due to carelessness or malicious intent, are causes for appropriate corrective action in accordance with HR P&P's, up to and including discharge, based on the seriousness of the breach.
23. I understand this agreement will not expire, however, will be reviewed annually.
 - All TMH colleagues' access is subject to be renewed at their annual review to re-enforce TMH's confidentiality and security policy, as set forth in the TMH HIPAA Security Program P&P's (on TMH Intranet).
 - All Non-TMH employees must review this Confidentiality agreement annually thereafter or at the beginning of a new engagement and/or contract when a break in continuous service is greater than two months, or as determined by the appropriate manager.
24. I acknowledge my access privileges are subject to periodic review, revision, renewal, or revocation and that I am obligated to maintain the confidentiality of any new information or systems I am granted access to in order to perform my specific job responsibilities.

Colleague Name (print)

Department

Signature

I.D. #

Company or School Affiliation (if applicable)

Date

Each Program Participant shall execute this Information Access Security and Patient Confidentiality Agreement during or before the Program Participant's TMH orientation.

ATTACHMENT "4"

Prohibition Of Voluntary Participation in Legal Actions Against TMH

The undersigned Program Participant, as a condition of being allowed to participate in the Program at TMH agrees that I shall not voluntarily participate in any action against TMH, or contemplated against TMH, which may be brought by a person or entity not a party to this Agreement, except as may be required by law. Such voluntary participation related to any action against TMH or contemplated against TMH: in which I shall not participate voluntarily includes, but is not limited to the following activities:

1. the review of any medical records,
2. voluntarily provide any opinion or any testimony in any legal forum concerning care provided at TMH, or
3. otherwise voluntarily assist in any way, any attorney, plaintiff or prospective plaintiff, or defendant if such activity is related to any action against TMH or contemplated against TMH, except as may be required by law.

In the event that I provide or attempt to provide any of the services described in Paragraph 1 of this Attachment, then TMH shall have the right to immediately terminate my participation in the Program at TMH.

Dated this _____ day of _____, _____.

Program Participant

Print Name

Program

Each Program Participant shall execute this Prohibition Of Voluntary Participation in Legal Actions Against TMH Attachment during or before the Program Participant's TMH orientation.

ATTACHMENT "5"
TO THE AGREEMENT BETWEEN TALLAHASSEE MEMORIAL HEALTHCARE, INC. (TMH)
And
Gadsden County Schools/ East Gadsden High School

Background Screening Requirements

This Attachment is entered into this _____ day of _____, _____, by and between TMH and the School.

Whereas, the parties hereto executed an Agreement dated _____ for the operation of a student program at TMH (the "Program"); and

Whereas, TMH policy and/or Florida law require a certain level of background screening and drug screening for Students who intern in certain health care settings and who have patient contact, but who may not constantly be in the physical presence of a licensed health care professional; and

Whereas, the parties now wish to memorialize and confirm their obligations under the Agreement with regard to screening such Students.

Now therefore, in consideration of the mutual obligations, promises, terms and conditions set forth herein, the parties agree as follows:

1. The School shall cause to be conducted all necessary background screening and drug screening, including fingerprinting where required, of Program Participants, as required by TMH policy and by Florida law.
2. The School shall be solely responsible for obtaining such screening results as will satisfy TMH policy and Florida law and shall be solely responsible for payment therefor.
3. The School shall conduct all required screens prior to the commencement of any clinical assignment. Prior to any Program Participant participating in a Program at TMH, School shall provide TMH copies of all background and drug screening results for TMH's review and determination as to whether such activity constitutes a disqualifying event under Florida law or TMH policy; such decisions shall be the sole discretion of TMH and shall be final. TMH shall keep all such information confidential and shall use such information only for the purposes stated herein.
4. No Program Participant will be allowed to participate in any Program at TMH if prohibited by Florida law or TMH policy based on the background and/or drug screening results; if such screening reveals a disqualifying event as to a particular Program Participant, that information will be reviewed with Human Resources, then TMH shall notify the School, in writing, that the Program Participant shall not participate in a Program at TMH; the School shall be responsible for notifying the Program Participant that he/she may not participate in a Program at TMH. If, after the Program Participant has begun participation in a Program at TMH, either TMH or the School becomes aware of an event or act that would disqualify the student from participation in the Program under Florida law or TMH policy, the student shall be immediately removed from the Program in which he or she is participating at TMH.

TALLAHASSEE MEMORIAL HEALTHCARE, INC.

Professional Appearance Expectations Policy
See latest version attached.

R. Smite

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8i

DATE OF SCHOOL BOARD MEETING: March 24, 2015

TITLE OF AGENDA ITEM: E-RATE and Technology Services Contracts for Funding YR 2015-16

DIVISION: Technology Department

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

PURPOSE AND SUMMARY OF ITEM:

Board approval is requested for contracts for Funding Year 2015-16.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Sheantika Wiggins 

POSITION: Technology Director

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____

Gadsden County School Board

Instructional Media and Technology Department

Request for Board approval for contracts

GADSDEN COUNTY SCHOOL DISTRICT

E-Rate Bid Response

Funding Year: Allowable Contract Date: July 1, 2015- June 30, 2016

Form 470 No.: _____

VENDOR RESPONSE INFORMATION						
Form 470 Service or Function*	FRN**	Date	Contact Type	Vendor	SPIN	Comments
CATEGORIES						
TELECOMMUNICATION SERVICES						
Hosted VoIP telephone service voice/ fax		N/A		** TDS Telecommunications (Quincy Telephone)	143001441	<i>Under contract until April 2016</i>
Voice Services for Chattahoochee Area		N/A		** GTC, Inc (DBA Fairpoint Communications)	143001442	<i>Chattahoochee ES</i>
Voice Services for Havana Areas		N/A		** AT&T Corp.	143001192	<i>East Gadsden HS, Havana MS, Havana ES</i>
Cellular Service		N/A		** Verion Wireless (Cellco Partnership)	143000677	<i>Current service; DMS/ State of Florida Contract; Funding decreased by 20% per year until it reaches 0%;</i>
INTERNET ACCESS						
Internet Service Provider (ISP)		N/A		** TDS Telecommunications (Quincy Telephone)	143001441	<i>Under contract until April 2016</i>
Web Hosting (all schools and district)		N/A		** SchoolsInSites	143027426	<i>No longer funded by E-rate; Full cost to all districts;</i>
INTERNAL CONNECTIONS						
Wired - Equipment				PC Solutions (PCS)	143035405	
Wired - Equipment				CDW-G	143005588	
Wired - Equipment				Electronaca	143035753	<i>Bid disqualified; did not submit breakdown of cost by school according to RFP.</i>
Wired - Cabling				Structured Cabling Solutions (SCS)	143024345	
Wired - Cabling				Applied Communications	143007415	
Wired - Cabling				PC Solutions (PCS)	143035405	
MANAGED INTERNAL BROADBAND SERVICES						
Switches, Routers (All schools)				IntraTech Alliance	143019937	
BASIC MAINTENANCE OF INTERNAL CONNECTIONS						
Network infrastructure: wiring services (All schools)				Applied Communications	143019087	
Network infrastructure: wiring services (All schools)				Electronaca	143035753	
Network infrastructure: wiring services (All schools)				PC Solutions (PCS)	143035405	

Notes:

* Include every service listed on the Form 470. If a service is split into separate FRNs, insert additional lines.

** Enter FRN number after Form 471 application is filed and funding request numbers are assigned.

*** An existing service provider can be considered a bidder based on current rates and services. If an existing vendor does not submit a new bid, enter "N/A" in the Date column, and "Existing Provider" in the Comments column.

Annual contract

Under current contract

PC Solutions (PCS)

Providing a “Value Add Services” Network Infrastructure for

The School District of Gadsden County

January 21st 2015

Prepared by Viv Gordon, David Rudnick and Mike Lunde

Contact Information

Viv Gordon – VGordon@pcsusa.net - (850) 391-2896

David Rudnick – David@pcsusa.net – 305-667-0633



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Executive Summary

PC Solutions (PCS) was founded nearly 20 years ago and during that time has maintained an impressive record of customer satisfaction. Our philosophy is to provide best-of-breed networking solutions for our customers with power and simplicity.

PCS has chosen to partner with Extreme Networks since they understand the demands of the K-12 industry better than any other data networking manufacturer. There are over 1,400 districts and 17,000 schools currently deploying Extreme Networks solutions in North America. PCS has an extraordinary history with Extreme Networks. We are one of their longest tenured partners; in addition, we are their top Worldwide Partner for 2013. PCS is certified as a Diamond Partner by Extreme Networks. A Diamond Partner certification is the highest partner certification given by Extreme Networks. We are one of a select handful of firms worldwide that has achieved this certification. PCS is listed on Extreme Networks state contracts for Georgia, Florida, and Pennsylvania.

We have worked together with Extreme Networks on some of their most important projects for their largest clients. During the most recent E-rate season, we completed a switch roll-out of over 6,000 switches for the 8th largest school district in the nation. In addition, some of the nation's most prestigious universities rely on PCS for fulfillment and support of their Extreme Network equipment. Some of our university clients include the University of Miami, Florida Gulf Coast University, University of Central Florida, Valencia College and the University of West Georgia.

PCS is uniquely qualified to install and support important network roll-outs. PCS has an experienced and highly qualified network staff. PCS manages networks for numerous firms that utilize Extreme Networks equipment, including major international airports and companies with worldwide operations.

Our installation staff will provide the district with a turnkey solution. Detail drawings and photographs will be provided in our final installation report. Our help desk personnel are certified network engineers with an average of over 5 years of network experience each. An added benefit of this network solution is that it provides an excellent pathway to NAC remediation.

If awarded PCS welcomes the opportunity to discuss further cost saving opportunities. For instance, we believe 2-4 network drops instead of 12 may be sufficient per class room.

Points of Interests Regarding Evaluation Criteria

1. **Cost of Eligible Products/Service** – PCS understands district funds are very limited. Our solution is cost effective, feature rich, expandable, and extremely reliable.
2. **Previous Experience** – PCS is extremely experienced with Extreme, E-Rate and academic institutions. Your primary engineer will be Chris Gaskins. Mr. Gaskins was formally the network administration for the University of Central Florida. Vivian Gordon will be your account manager. Her manager David Rudnick, has supervised numerous roll-outs at both K-12 customers and university clients. Our engineers can assist regardless of what other equipment the district uses. PCS has been selected to be on the state contracts of Extreme, Cisco, Brocade, and HP. We have also been selected to be on the GSA contracts of Palo Alto and Fortinet. We have attached references and recommendation letters. No other firm is better positioned to provide network support to Gadsden County School District.
3. **Compatibility with our Network** – Your network is currently primarily composed of Extreme Network equipment. We have quoted the same equipment manufacture to minimize costs, training, and unforeseen issues during installation.
4. **Quality of Solution**– Unlike many other manufactures, Extreme just focuses on network solutions. This focus shows in the quality of their products in both functionality and features. As the district needs grow this solution can be upgraded without replacing the entire solution. In addition our solution provides an excellent pathway to NAC remediation.
5. **Availability** - PCS will provide both a project manager and a senior engineer to be assigned to your account. All products quoted are stocked in our warehouse for emergency orders. In addition equipment hot spares will be located at the district or our Tallahassee location.

Notes:

1. For optimal performance the x670-g2 requires 3 fans. The district requested 1 fan. Our proposal does include 3 fans per unit.
2. The 5pk UPS models requested by the district come standard with 3 year warranty. The 9pk models come standard with a 2 year warranty with an option for a 5 year warranty. A quote for a 5 year warranty has been provided. These warranty extensions are not eligible for e-rate.



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Sales Rep

david

Quote Prepared For

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Ship To

Section Three: Internal Connections
Part One

Line#	Description	Qty	Price	Amount
1	STATE OF FLORIDA WSCA CONTRACT #43220000-WSCA-14-ACS			
2	CARTER PARRAMORE HS			
3	EXTREME NETWORK EXTREME NETWORKS SUMMIT X460-G2 SERIES X460-G2-24P-10 GE4 - SWITCH - MANAGED - 24 X 10/100/1000 (POE+) + 4 X SHARED SFP + 4 X SFP+ - RACK-MOUNTABLE - POE+	4	\$2062.50	\$8250.00
4	EXTREME NETWORKSUMMIT X460-G2-48P-BASE	14	\$3037.50	\$42525.00
5	EXTREME NETWORK EXTREME NETWORKS - SFP+ TRANSCEIVER MODULE - 10GBASE -SR - LC MULTI-MODE - UP TO 980 FT - 850 NM	7	\$448.13	\$3136.91
6	EXTREME NETWORK EXTREME NETWORKS - ETHERNET 10GBASE-CR CABLE - SFP+ (M) - SFP+ (M) - 3.3 FT	9	\$45.00	\$405.00
7	EXTREME NETWORK EXTREME NETWORKS SUMMIT X460-G2 SERIES BACK-TO-FRONT FAN MODULE - NETWORK DEVICE FAN TRAY - FOR SUMMIT X460-G2 SERIES	9	\$110.63	\$995.67
8	SUMMIT 1100W AC PSU FB	9	\$410.63	\$3695.67
	SUMMIT POWER CORD 13A NEMA 5-15 IEC320-C15,	9	\$1.00	\$9.00
11	EXTREME NETWORK EXTREME NETWORKS SUMMIT X670-G2 SERIES X670-G2-48X-4Q-BASE-UNIT - SWITCH - L3 - MANAGED - 48 X SFP+ + 4 X QSFP+ - RACK-MOUNTABLE	1	\$7245.00	\$7245.00
12	EXTREME NETWORK EXTREME NETWORKS - POWER SUPPLY - HOT-PLUG / REDUNDANT (PLUG-IN MODULE) - AC 100-240 V - 550 WATT - FOR SUMMIT X670-48X	2	\$223.13	\$446.26
13	EXTREME NETWORK EXTREME NETWORKS - NETWORK DEVICE FAN TRAY - FOR SUMMIT X670-48X, X670V-48X	3	\$185.63	\$556.89
14	EXTREME NETWORK EXTREME NETWORKS - POWER CABLE - IEC 320 EN 60320 C13 - NEMA 5-15 (M)	2	\$1.00	\$2.00
15				
16	5PX 1500VA RT 120V 5-15P 8X5-15R NETWORK MS	3	\$770.09	\$2310.27
17	5PX 2200VA RT 120V 5-20P 8X5-20R NETWORK MS	1	\$1220.05	\$1220.05
18	EATON 5PX3000RTN UPSEATON 5PX3000RTN UPS	1	\$1370.21	\$1370.21
19	CONNECT UPS-MS NETWORK MANAGEMENT CARD-USE WITH: 5PX, 5130, 9130, 9135, 9170+, 9PX, AND 9E,	2	\$179.00	\$358.00
20	2-POST RAIL KIT FOR RACK MOUNT UPS,	7	\$49.00	\$343.00
21				
22	NETWORK AND UPS INSTALLATION AND TRAINING	1	\$4899.00	\$4899.00
23				
24	NEW HOPE ACADEMY			
25	EXTREME NETWORK EXTREME NETWORKS - SFP+ TRANSCEIVER MODULE - 10GBASE -SR - LC MULTI-MODE - UP TO 980 FT - 850 NM	4	\$448.13	\$1792.52
26	EXTREME NETWORK EXTREME NETWORKS - ETHERNET 10GBASE-CR CABLE - SFP+ (M) - SFP+ (M) - 3.3 FT	4	\$45.00	\$180.00
27	EXTREME NETWORK EXTREME NETWORKS SUMMIT X460-G2 SERIES BACK-TO-FRONT FAN MODULE - NETWORK DEVICE FAN TRAY - FOR SUMMIT X460-G2 SERIES	4	\$110.63	\$442.52
	SUMMIT 1100W AC PSU FB	4	\$410.63	\$1642.52
29	SUMMIT POWER CORD 13A NEMA 5-15 IEC320-C15,	4	\$1.00	\$4.00
30				
31	EATON 5PX1500RTN UPS	1	\$770.09	\$770.09

5



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Section Three: Internal Connections
Part One

Line#	Description	Qty	Price	Amount
32				
33	NETWORK AND UPS INSTALLATION AND TRAINING	1	\$444.00	\$444.00
34				
35	GADSDEN CENTRAL ACADEMY			
36	EXTREME NETWORK EXTREME NETWORKS - SFP+ TRANSCEIVER MODULE - 10GBASE -SR - LC MULTI-MODE - UP TO 980 FT - 850 NM	9	\$448.13	\$4033.17
37	EXTREME NETWORK EXTREME NETWORKS - ETHERNET 10GBASE-CR CABLE - SFP+ (M) - SFP+ (M) - 3.3 FT	5	\$45.00	\$225.00
38	EXTREME NETWORK EXTREME NETWORKS SUMMIT X460-G2 SERIES BACK-TO-FRONT FAN MODULE - NETWORK DEVICE FAN TRAY - FOR SUMMIT X460-G2 SERIES	5	\$110.63	\$553.15
39	SUMMIT 1100W AC PSU FB	5	\$410.63	\$2053.15
40	SUMMIT POWER CORD 13A NEMA 5-15	5	\$1.00	\$5.00
41				
	EATON 5PX1500RTN UPS	1	\$770.09	\$770.09
43	NETWORK AND UPS INSTALLATION AND TRAINING	1	\$444.00	\$444.00
44				
45	GEORGE W.MUNROE ES			
46	EXTREME NETWORK EXTREME NETWORKS SUMMIT X460-G2 SERIES X460-G2-24P-10 GE4 - SWITCH - MANAGED - 24 X 10/100/1000 (POE+) + 4 X SHARED SFP + 4 X SFP+ - RACK-MOUNTABLE - POE+	8	\$2062.50	\$16500.00
47	EXTREME NETWORKSUMMIT X460-G2-48P-BASE	12	\$3037.50	\$36450.00
48	EXTREME NETWORK EXTREME NETWORKS - SFP+ TRANSCEIVER MODULE - 10GBASE -SR - LC MULTI-MODE - UP TO 980 FT - 850 NM	38	\$448.13	\$17028.94
49	EXTREME NETWORK EXTREME NETWORKS - ETHERNET 10GBASE-CR CABLE - SFP+ (M) - SFP+ (M) - 3.3 FT	38	\$45.00	\$1710.00
50	EXTREME NETWORK EXTREME NETWORKS SUMMIT X460-G2 SERIES BACK-TO-FRONT FAN MODULE - NETWORK DEVICE FAN TRAY - FOR SUMMIT X460-G2 SERIES	20	\$110.63	\$2212.60
51	SUMMIT 1100W AC PSU FB	20	\$410.63	\$8212.60
52	SUMMIT POWER CORD 13A NEMA 5-15 IEC320-C15	20	\$1.00	\$20.00
53				
54	EXTREME NETWORK EXTREME NETWORKS SUMMIT X670-G2 SERIES X670-G2-48X-4Q-BASE-UNIT - SWITCH - L3 - MANAGED - 48 X SFP+ + 4 X QSFP+ - RACK-MOUNTABLE	1	\$7245.00	\$7245.00
55	EXTREME NETWORK EXTREME NETWORKS - POWER SUPPLY - HOT-PLUG / REDUNDANT (PLUG-IN MODULE) - AC 100-240 V - 550 WATT - FOR SUMMIT X670-48X	2	\$223.13	\$446.26
56	EXTREME NETWORK EXTREME NETWORKS - NETWORK DEVICE FAN TRAY - FOR SUMMIT X670-48X, X670V-48X	3	\$185.63	\$556.89
57	SUMMIT POWER CORD 10A NEMA 5-15P C13	2	\$1.00	\$2.00
58				
59	EATON 5PX 1000VA XTND RUN LCD+ RACK/TOWER 2U 120V	13	\$490.88	\$6381.44
	5PX 1500VA RT 120V 5-15P 8X5-15R NETWORK MS	3	\$770.09	\$2310.27
	5PX 2200VA RT 120V 5-20P 8X5-20R NETWORK MS	2	\$1220.05	\$2440.10
62	5PX 3000VA RT 120V L5-30P 2U 6X5-20R L5-30R NETWORK MS	1	\$1370.21	\$1370.21
63	9PX 5K UPS W/ MBP L14-30R L6-30R 6X5-20R	1	\$3400.00	\$3400.00



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Line#	Description	Qty	Price	Amount
64	NETWORK CARD MS	13	\$179.00	\$2327.00
65	2-POST RAIL KIT FOR RACK MOUNT UPS,	19	\$49.00	\$931.00
66	2-POST RAIL KIT FOR 5 AND 6 KVA 9PX MODELS,	1	\$34.13	\$34.13
67	NETWORK AND UPS INSTALLATION AND TRAINING	1	\$6704.00	\$6704.00
68				
69	ST. JOHN ES			
70	EXTREME NETWORK EXTREME NETWORKS SUMMIT X460-G2 SERIES X460-G2-24P-10 GE4 - SWITCH - MANAGED - 24 X 10/100/1000 (POE+) + 4 X SHARED SFP + 4 X SFP+ - RACK-MOUNTABLE - POE+	4	\$2062.50	\$8250.00
71	EXTREME NETWORKSUMMIT X460-G2-48P-BASE	3	\$3037.50	\$9112.50
72	EXTREME NETWORK EXTREME NETWORKS - SFP+ TRANSCEIVER MODULE - 10GBASE -SR - LC MULTI-MODE - UP TO 980 FT - 850 NM	12	\$448.13	\$5377.56
73	EXTREME NETWORK PWR CORD 13A USA NEMA 5-15 IEC320-C15	7	\$9.38	\$65.66
	EXTREME NETWORK EXTREME NETWORKS - ETHERNET 10GBASE-CR CABLE - SFP+ (M) - SFP+ (M) - 3.3 FT	12	\$45.00	\$540.00
75	EXTREME NETWORK EXTREME NETWORKS - NETWORK DEVICE FAN TRAY - FOR SUMMIT X670-48X, X670V-48X	7	\$185.63	\$1299.41
76	SUMMIT 1100W AC PSU FB	7	\$410.63	\$2874.41
77	EXTREME NETWORK EXTREME NETWORKS SUMMIT X670-G2 SERIES X670-G2-48X-4Q-BASE-UNIT - SWITCH - L3 - MANAGED - 48 X SFP+ + 4 X QSFP+ - RACK-MOUNTABLE	1	\$7245.00	\$7245.00
78	EXTREME NETWORK EXTREME NETWORKS - POWER SUPPLY - HOT-PLUG / REDUNDANT (PLUG-IN MODULE) - AC 100-240 V - 550 WATT - FOR SUMMIT X670-48X	2	\$223.13	\$446.26
79	EXTREME NETWORK EXTREME NETWORKS - NETWORK DEVICE FAN TRAY - FOR SUMMIT X670-48X, X670V-48X	3	\$185.63	\$556.89
80	EXTREME NETWORK EXTREME NETWORKS - POWER CABLE - IEC 320 EN 60320 C13 - NEMA 5-15 (M)	2	\$5.63	\$11.26
81	5PX 1500VA RT 120V 5-15P 8X5-15R NETWORK MS	7	\$770.09	\$5390.63
82	5PX 2200VA RT 120V 5-20P 8X5-20R NETWORK MS	1	\$1220.05	\$1220.05
83	5PX 3000VA RT 120V L5-30P 2U 6X5-20R L5-30R NETWORK MS	1	\$1370.21	\$1370.21
84	NETWORK CARD MS	4	\$179.00	\$716.00
85	2-POST RAIL KIT FOR RACK MOUNT UPS,	8	\$49.00	\$392.00
86	NETWORK AND UPS INSTALLATION AND TRAINING	1	\$2999.00	\$2999.00
87				
88	CHATTAHOOCHEE ES			
89	EXTREME NETWORKSUMMIT X460-G2-48P-BASE	10	\$3021.00	\$30210.00
90	EXTREME NETWORK EXTREME NETWORKS - SFP+ TRANSCEIVER MODULE - 10GBASE -SR - LC MULTI-MODE - UP TO 980 FT - 850 NM	2	\$448.13	\$896.26
91	EXTREME NETWORK EXTREME NETWORKS - ETHERNET 10GBASE-CR CABLE - SFP+ (M) - SFP+ (M) - 3.3 FT	3	\$45.00	\$135.00
	EXTREME NETWORK EXTREME NETWORKS - ETHERNET 10GBASE-CR CABLE - SFP+ (M) - SFP+ (M) - 10 FT	1	\$61.88	\$61.88
93	SUMMIT X460-G2 FAN MOD FBEXTREME NETWORK EXTREME NETWORKS SUMMIT X460-G2 SERIES BACK-TO-FRONT FAN MODULE - NETWORK DEVICE FAN TRAY - FOR SUMMIT X460-G2 SERIES	10	\$110.63	\$1106.30



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Line#	Description	Qty	Price	Amount
94				
95	EATON 5PX 1000VA XTND RUN LCD+ RACK/TOWER 2U 120V	1	\$490.50	\$490.50
96	9PX 11K HARDWIRED L6-30R 2XL14-30R 8X5-20R UPS	1	\$6100.12	\$6100.12
97	NETWORK CARD MS	1	\$179.00	\$179.00
98	2-POST RAIL KIT FOR RACK MOUNT UPS,	2	\$49.00	\$98.00
99	2-POST RAIL KIT FOR 5 AND 6 KVA 9PX	1	\$34.13	\$34.13
100	EATON 5PX 48V EXT BAT PK RACK/TOWER 2U	4	\$388.00	\$1552.00
101	EATON 5PX 72V EXT BAT PK RACK/TOWER 2U	2	\$552.70	\$1105.40
102	9PX 6KVA EBM 180V	2	\$818.38	\$1636.76
103	NETWORK AND UPS INSTALLATION AND TRAINING	1	\$2599.00	\$2599.00
104				
105	GREENSBORO ES			
	EXTREME NETWORK EXTREME NETWORKS SUMMIT X460-G2 SERIES X460-G2-24P-10 GE4 - SWITCH - MANAGED - 24 X 10/100/1000 (POE+) + 4 X SHARED SFP + 4 X SFP+ - RACK-MOUNTABLE - POE+	10	\$2062.50	\$20625.00
107	EXTREME NETWORKSUMMIT X460-G2-48P-BASE	4	\$3037.50	\$12150.00
108	EXTREME NETWORK EXTREME NETWORKS - SFP+ TRANSCEIVER MODULE - 10GBASE -SR - LC MULTI-MODE - UP TO 980 FT - 850 NM	26	\$448.13	\$11651.38
109	EXTREME NETWORK EXTREME NETWORKS - ETHERNET 10GBASE-CR CABLE - SFP+ (M) - SFP+ (M) - 3.3 FT	38	\$45.00	\$1710.00
110	SUMMIT X460-G2 FAN MOD FBEXTREME NETWORK EXTREME NETWORKS SUMMIT X460-G2 SERIES BACK-TO-FRONT FAN MODULE - NETWORK DEVICE FAN TRAY - FOR SUMMIT X460-G2 SERIES	14	\$110.63	\$1548.82
111	SUMMIT 1100W AC PSU FB	14	\$410.63	\$5748.82
112	EXTREME NETWORK PWR CORD 13A USA NEMA 5-15 IEC320-C15	14	\$9.38	\$131.32
113				
114	EXTREME NETWORK EXTREME NETWORKS SUMMIT X670-G2 SERIES X670-G2-48X-4Q-BASE-UNIT - SWITCH - L3 - MANAGED - 48 X SFP+ + 4 X QSFP+ - RACK-MOUNTABLE	1	\$7245.00	\$7245.00
115	EXTREME NETWORK EXTREME NETWORKS - POWER SUPPLY - HOT-PLUG / REDUNDANT (PLUG-IN MODULE) - AC 100-240 V - 550 WATT - FOR SUMMIT X670-48X	4	\$223.13	\$892.52
116	EXTREME NETWORK EXTREME NETWORKS - NETWORK DEVICE FAN TRAY - FOR SUMMIT X670-48X, X670V-48X	3	\$185.63	\$556.89
117	EXTREME NETWORK EXTREME NETWORKS - POWER CABLE - IEC 320 EN 60320 C13 - NEMA 5-15 (M)	4	\$1.00	\$4.00
118				
119	5PX 1500VA RT 120V 5-15P 8X5-15R NETWORK MS	14	\$770.09	\$10781.26
120	5PX 2200VA RT 120V 5-20P 8X5-20R NETWORK MS	1	\$1220.05	\$1220.05
121	5PX 3000VA RT 120V L5-30P 2U 6X5-20R L5-30R NETWORK MS	1	\$1370.21	\$1370.21
122	NETWORK CARD MS	2	\$179.00	\$358.00
	2-POST RAIL KIT FOR RACK MOUNT UPS,	7	\$49.00	\$343.00
124	NETWORK AND UPS INSTALLATION AND TRAINING	1	\$6999.00	\$6999.00
125				
126	STEWART ST. ES			



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Line#	Description	Qty	Price	Amount
127	EXTREME NETWORK EXTREME NETWORKS SUMMIT X460-G2 SERIES X460-G2-24P-10 GE4 - SWITCH - MANAGED - 24 X 10/100/1000 (POE+) + 4 X SHARED SFP + 4 X SFP + 4 X SFP+ - RACK-MOUNTABLE - POE+	11	\$2062.50	\$22687.50
128	EXTREME NETWORKSUMMIT X460-G2-48P-BASE	5	\$3037.50	\$15187.50
129	EXTREME NETWORK EXTREME NETWORKS - SFP+ TRANSCEIVER MODULE - 10GBASE -SR - LC MULTI-MODE - UP TO 980 FT - 850 NM	30	\$448.13	\$13443.90
130	EXTREME NETWORK EXTREME NETWORKS - ETHERNET 10GBASE-CR CABLE - SFP+ (M) - SFP+ (M) - 3.3 FT	30	\$45.00	\$1350.00
131	SUMMIT X460-G2 FAN MOD FBEXTREME NETWORK EXTREME NETWORKS SUMMIT X460-G2 SERIES BACK-TO-FRONT FAN MODULE - NETWORK DEVICE FAN TRAY - FOR SUMMIT X460-G2 SERIES	16	\$110.63	\$1770.08
132	SUMMIT 1100W AC PSU FB	16	\$410.63	\$6570.08
133	EXTREME NETWORK PWR CORD 13A USA NEMA 5-15 IEC320-C15	16	\$1.00	\$16.00
134				
135	EXTREME NETWORK EXTREME NETWORKS SUMMIT X670-G2 SERIES X670-G2-48X-4Q-BASE-UNIT - SWITCH - L3 - MANAGED - 48 X SFP+ + 4 X QSFP+ - RACK-MOUNTABLE	1	\$7245.00	\$7245.00
136	EXTREME NETWORK EXTREME NETWORKS - POWER SUPPLY - HOT-PLUG / REDUNDANT (PLUG-IN MODULE) - AC 100-240 V - 550 WATT - FOR SUMMIT X670-48X	2	\$223.13	\$446.26
137	EXTREME NETWORK EXTREME NETWORKS - NETWORK DEVICE FAN TRAY - FOR SUMMIT X670-48X, X670V-48X	3	\$185.63	\$556.89
138	EXTREME NETWORK EXTREME NETWORKS - POWER CABLE - IEC 320 EN 60320 C13 - NEMA 5-15 (M)	1	\$1.00	\$1.00
139	5PX 1500VA RT 120V 5-15P 8X5-15R NETWORK MS	15	\$770.09	\$11551.35
140	5PX 2200VA RT 120V 5-20P 8X5-20R NETWORK MS	2	\$1220.05	\$2440.10
141	NETWORK-MS	13	\$179.00	\$2327.00
142	2-POST RAIL KIT FOR RACK MOUNT UPS,	17	\$49.00	\$833.00
143	NETWORK AND UPS INSTALLATION AND TRAINING	1	\$6899.00	\$6899.00
144				
145	EAST GADSDEN HS			
146	EXTREME NETWORK EXTREME NETWORKS SUMMIT X460-G2 SERIES X460-G2-24P-10 GE4 - SWITCH - MANAGED - 24 X 10/100/1000 (POE+) + 4 X SHARED SFP + 4 X SFP + 4 X SFP+ - RACK-MOUNTABLE - POE+	4	\$2062.50	\$8250.00
147	EXTREME NETWORKSUMMIT X460-G2-48P-BASE	9	\$3037.50	\$27337.50
148	EXTREME NETWORK EXTREME NETWORKS - SFP+ TRANSCEIVER MODULE - 10GBASE -SR - LC MULTI-MODE - UP TO 980 FT - 850 NM	25	\$448.13	\$11203.25
149	EXTREME NETWORK EXTREME NETWORKS - ETHERNET 10GBASE-CR CABLE - SFP+ (M) - SFP+ (M) - 3.3 FT	25	\$45.00	\$1125.00
150	SUMMIT X460-G2 FAN MOD FBEXTREME NETWORK EXTREME NETWORKS SUMMIT X460-G2 SERIES BACK-TO-FRONT FAN MODULE - NETWORK DEVICE FAN TRAY - FOR SUMMIT X460-G2 SERIES	13	\$110.63	\$1438.19
151	SUMMIT 1100W AC PSU FB	13	\$410.63	\$5338.19
152	EXTREME NETWORK PWR CORD 13A USA NEMA 5-15 IEC320-C15	13	\$1.00	\$13.00
153				
154	EXTREME NETWORK EXTREME NETWORKS SUMMIT X670-G2 SERIES X670-G2-48X-4Q-BASE-UNIT - SWITCH - L3 - MANAGED - 48 X SFP+ + 4 X QSFP+ - RACK-MOUNTABLE	1	\$7245.00	\$7245.00



PC Solutions & Integration, Inc

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Gadsden County School District

Sales Quote

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1/29/15

Sales Rep

david

Quote Prepared For

John Thomas,

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Section Three: Internal Connections
Part One

Line#	Description	Qty	Price	Amount
155	EXTREME NETWORK EXTREME NETWORKS - POWER SUPPLY - HOT-PLUG / REDUNDANT (PLUG-IN MODULE) - AC 100-240 V - 550 WATT - FOR SUMMIT X670-48X	2	\$223.13	\$446.26
156	EXTREME NETWORK EXTREME NETWORKS - NETWORK DEVICE FAN TRAY - FOR SUMMIT X670-48X, X670V-48X	3	\$185.63	\$556.89
157	EXTREME NETWORK EXTREME NETWORKS - POWER CABLE - IEC 320 EN 60320 C13 - NEMA 5-15 (M)	2	\$1.00	\$2.00
158				
159	EATON 5PX 1000VA XTND RUN LCD+ RACK/TOWER 2U 120V	4	\$490.50	\$1962.00
160	5PX 1500VA RT 120V 5-15P 8X5-15R NETWORK MS	1	\$770.09	\$770.09
161	5PX 2200VA RT 120V 5-20P 8X5-20R NETWORK MS	1	\$1220.05	\$1220.05
162	5PX 3000VA RT 120V L5-30P 2U 6X5-20R L5-30R NETWORK MS	2	\$1370.21	\$2740.42
163	9PX 11K HARDWIRED L6-30R 2XL14-30R 8X5-20R UPS	1	\$6100.12	\$6100.12
164	9PX 5K UPS W/ MBP L14-30R L6-30R 6X5-20R	3	\$3400.00	\$10200.00
	9PX 6K UPS W/ MBP 14-30R L6-30R 6X5-20R	1	\$3599.00	\$3599.00
166	NETWORK-MS	4	\$179.00	\$716.00
167	2-POST RAIL KIT FOR RACK MOUNT UPS	25	\$49.00	\$1225.00
168	2-POST RAIL KIT FOR 5 AND 6 KVA 9PX MODELS	5	\$34.13	\$170.65
169				
170	NETWORK AND UPS INSTALLATION AND TRAINING	1	\$5299.00	\$5299.00
171				
172	GRETN A S			
173	EXTREME NETWORK EXTREME NETWORKS SUMMIT X460-G2 SERIES X460-G2-24P-10 GE4 - SWITCH - MANAGED - 24 X 10/100/1000 (POE+) + 4 X SHARED SFP + 4 X SFP+ - RACK-MOUNTABLE - POE+	1	\$2062.50	\$2062.50
174	EXTREME NETWORK SUMMIT X460-G2-48P-BASE UNIT	5	\$3037.50	\$15187.50
175	EXTREME NETWORK EXTREME NETWORKS - SFP+ TRANSCEIVER MODULE - 10GBASE -SR - LC MULTI-MODE - UP TO 980 FT - 850 NM	10	\$448.13	\$4481.30
176	EXTREME NETWORK EXTREME NETWORKS - ETHERNET 10GBASE-CR CABLE - SFP+ (M) - SFP+ (M) - 3.3 FT	10	\$45.00	\$450.00
177	EXTREME NETWORK EXTREME NETWORKS - ETHERNET 10GBASE-CR CABLE - SFP+ (M) - SFP+ (M) - 10 FT	1	\$61.88	\$61.88
178	EXTREME NETWORK EXTREME NETWORKS SUMMIT X460-G2 SERIES BACK-TO-FRONT FAN MODULE - NETWORK DEVICE FAN TRAY - FOR SUMMIT X460-G2 SERIES	6	\$110.63	\$663.78
179	EXTREME NETWORK SUMMIT 1100W AC PSU FB	6	\$410.63	\$2463.78
180	EXTREME NETWORK EXTREME NETWORKS - POWER CABLE - IEC 320 EN 60320 C13 - NEMA 5-15 (M)	2	\$1.00	\$2.00
181				
182	EXTREME NETWORK EXTREME NETWORKS SUMMIT X670-G2 SERIES X670-G2-48X-4Q-BASE-UNIT - SWITCH - L3 - MANAGED - 48 X SFP+ + 4 X QSFP+ - RACK-MOUNTABLE	1	\$7245.00	\$7245.00
183	EXTREME NETWORK EXTREME NETWORKS - POWER SUPPLY - HOT-PLUG / REDUNDANT (PLUG-IN MODULE) - AC 100-240 V - 550 WATT - FOR SUMMIT X670-48X	2	\$223.13	\$446.26
184	EXTREME NETWORK EXTREME NETWORKS - NETWORK DEVICE FAN TRAY - FOR SUMMIT X670-48X, X670V-48X	3	\$185.63	\$556.89



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Part One

Line#	Description	Qty	Price	Amount
185	EXTREME NETWORK EXTREME NETWORKS - POWER CABLE - IEC 320 EN 60320 C13 - NEMA 5-15 (M)	2	\$5.63	\$11.26
186	5PX 1500VA RT 120V 5-15P 8X5-15R NETWORK MS	6	\$770.09	\$4620.54
187	5PX 3000VA RT 120V L5-30P 2U 6X5-20R L5-30R NETWORK MS	1	\$1370.21	\$1370.21
188	NETWORK-MS	5	\$179.00	\$895.00
189	2-POST RAIL KIT FOR RACK MOUNT UPS,	7	\$49.00	\$343.00
190				
191	NETWORK AND UPS INSTALLATION AND TRAINING	1	\$3699.00	\$3699.00
192				
193	WEST GADSDEN HS			
194	EXTREME NETWORK EXTREME NETWORKS SUMMIT X460-G2 SERIES X460-G2-24P-10 GE4 - SWITCH - MANAGED - 24 X 10/100/1000 (POE+) + 4 X SHARED SFP + 4 X SFP+ - RACK-MOUNTABLE - POE+	5	\$2062.50	\$10312.50
	EXTREME NETWORK SUMMIT X460-G2-48P-BASE UNIT	5	\$3037.50	\$15187.50
196	EXTREME NETWORK EXTREME NETWORKS - SFP+ TRANSCEIVER MODULE - 10GBASE -SR - LC MULTI-MODE - UP TO 980 FT - 850 NM	16	\$448.13	\$7170.08
197	EXTREME NETWORK EXTREME NETWORKS - ETHERNET 10GBASE-CR CABLE - SFP+ (M) - SFP+ (M) - 3.3 FT	16	\$45.00	\$720.00
198	EXTREME NETWORK EXTREME NETWORKS SUMMIT X460-G2 SERIES BACK-TO-FRONT FAN MODULE - NETWORK DEVICE FAN TRAY - FOR SUMMIT X460-G2 SERIES	10	\$110.63	\$1106.30
199	EXTREME NETWORK SUMMIT 1100W AC PSU FB	10	\$410.63	\$4106.30
200	EXTREME NETWORK PWR CORD 13A USA NEMA 5-15 IEC320-C15	10	\$9.38	\$93.80
201	EXTREME NETWORK EXTREME NETWORKS SUMMIT X670-G2 SERIES X670-G2-48X-4Q-BASE-UNIT - SWITCH - L3 - MANAGED - 48 X SFP+ + 4 X QSFP+ - RACK-MOUNTABLE	1	\$7245.00	\$7245.00
202	EXTREME NETWORK EXTREME NETWORKS - POWER SUPPLY - HOT-PLUG / REDUNDANT (PLUG-IN MODULE) - AC 100-240 V - 550 WATT - FOR SUMMIT X670-48X	2	\$223.13	\$446.26
203	EXTREME NETWORK EXTREME NETWORKS - NETWORK DEVICE FAN TRAY - FOR SUMMIT X670-48X, X670V-48X	3	\$185.63	\$556.89
204	EXTREME NETWORK EXTREME NETWORKS - POWER CABLE - IEC 320 EN 60320 C13 - NEMA 5-15 (M)	2	\$5.63	\$11.26
205				
206	EATON 5PX 1000VA XTND RUN LCD+ RACK/TOWER 2U 120V	3	\$490.50	\$1471.50
207	5PX 1500VA RT 120V 5-15P 8X5-15R NETWORK MS	1	\$770.09	\$770.09
208	5PX 2200VA RT 120V 5-20P 8X5-20R NETWORK MS	1	\$1220.05	\$1220.05
209	5PX 3000VA RT 120V L5-30P 2U 6X5-20R L5-30R NETWORK MS	2	\$1370.21	\$2740.42
210	9PX 5K UPS W/ MBP L14-30R L6-30R 6X5-20R	2	\$3489.42	\$6978.84
211	2-POST RAIL KIT FOR RACK MOUNT UPS	4	\$49.00	\$196.00
212	2-POST RAIL KIT FOR 5 AND 6 KVA 9PX MODELS	2	\$34.13	\$68.26
213	NETWORK AND UPS INSTALLATION AND TRAINING	1	\$4999.00	\$4999.00

215 **HAVANA ES**



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Section Three: Internal Connections
Part One

Line#	Description	Qty	Price	Amount
216	EXTREME NETWORK EXTREME NETWORKS SUMMIT X460-G2 SERIES X460-G2-24P-10 GE4 - SWITCH - MANAGED - 24 X 10/100/1000 (POE+) + 4 X SHARED SFP + 4 X SFP+ - RACK-MOUNTABLE - POE+	11	\$2062.50	\$22687.50
217	EXTREME NETWORK SUMMIT X460-G2-48P-BASE UNIT	6	\$3037.50	\$18225.00
218	EXTREME NETWORK EXTREME NETWORKS - SFP+ TRANSCEIVER MODULE - 10GBASE -SR - LC MULTI-MODE - UP TO 980 FT - 850 NM	33	\$448.13	\$14788.29
219	EXTREME NETWORK EXTREME NETWORKS - ETHERNET 10GBASE-CR CABLE - SFP+ (M) - SFP+ (M) - 3.3 FT	33	\$45.00	\$1485.00
220	EXTREME NETWORK EXTREME NETWORKS SUMMIT X460-G2 SERIES BACK-TO-FRONT FAN MODULE - NETWORK DEVICE FAN TRAY - FOR SUMMIT X460-G2 SERIES	17	\$110.63	\$1880.71
221	EXTREME NETWORK SUMMIT 1100W AC PSU FB	17	\$410.63	\$6980.71
222	EXTREME NETWORK PWR CORD 13A USA NEMA 5-15 IEC320-C15	17	\$9.38	\$159.46
223	EXTREME NETWORK EXTREME NETWORKS SUMMIT X670-G2 SERIES X670-G2-48X-4Q-BASE-UNIT - SWITCH - L3 - MANAGED - 48 X SFP+ + 4 X QSFP+ - RACK-MOUNTABLE	2	\$7245.00	\$14490.00
	EXTREME NETWORK EXTREME NETWORKS - POWER SUPPLY - HOT-PLUG / REDUNDANT (PLUG-IN MODULE) - AC 100-240 V - 550 WATT - FOR SUMMIT X670-48X	4	\$223.13	\$892.52
225	EXTREME NETWORK EXTREME NETWORKS - NETWORK DEVICE FAN TRAY - FOR SUMMIT X670-48X, X670V-48X	4	\$185.63	\$742.52
226	EXTREME NETWORK EXTREME NETWORKS - POWER CABLE - IEC 320 EN 60320 C13 - NEMA 5-15 (M)	4	\$5.63	\$22.52
227	5PX 1500VA RT 120V 5-15P 8X5-15R NETWORK MS	16	\$770.09	\$12321.44
228	5PX 2200VA RT 120V 5-20P 8X5-20R NETWORK MS	1	\$1220.05	\$1220.05
229	5PX 3000VA RT 120V L5-30P 2U 6X5-20R L5-30R NETWORK MS	1	\$1370.21	\$1370.21
230	NETWORK-MS	15	\$179.00	\$2685.00
231	2-POST RAIL KIT FOR RACK MOUNT UPS,	18	\$49.00	\$882.00
232	NETWORK AND UPS INSTALLATION AND TRAINING	1	\$7299.00	\$7299.00
233				
234	GALLOWAY ACADEMY (MS)			
235	EXTREME NETWORK EXTREME NETWORKS SUMMIT X460-G2 SERIES X460-G2-24P-10 GE4 - SWITCH - MANAGED - 24 X 10/100/1000 (POE+) + 4 X SHARED SFP + 4 X SFP+ - RACK-MOUNTABLE - POE+	4	\$2062.50	\$8250.00
236	EXTREME NETWORK SUMMIT X460-G2-48P-BASE UNIT	3	\$3037.50	\$9112.50
237	EXTREME NETWORK EXTREME NETWORKS - SFP+ TRANSCEIVER MODULE - 10GBASE -SR - LC MULTI-MODE - UP TO 980 FT - 850 NM	12	\$448.13	\$5377.56
238	EXTREME NETWORK EXTREME NETWORKS - ETHERNET 10GBASE-CR CABLE - SFP+ (M) - SFP+ (M) - 3.3 FT	12	\$45.00	\$540.00
239	EXTREME NETWORK EXTREME NETWORKS SUMMIT X460-G2 SERIES BACK-TO-FRONT FAN MODULE - NETWORK DEVICE FAN TRAY - FOR SUMMIT X460-G2 SERIES	7	\$110.63	\$774.41
240	EXTREME NETWORK SUMMIT 1100W AC PSU FB	7	\$410.63	\$2874.41
241	EXTREME NETWORK PWR CORD 13A USA NEMA 5-15 IEC320-C15	7	\$9.38	\$65.66
	EXTREME NETWORK EXTREME NETWORKS SUMMIT X670-G2 SERIES X670-G2-48X-4Q-BASE-UNIT - SWITCH - L3 - MANAGED - 48 X SFP+ + 4 X QSFP+ - RACK-MOUNTABLE	1	\$7245.00	\$7245.00
243	EXTREME NETWORK EXTREME NETWORKS - POWER SUPPLY - HOT-PLUG / REDUNDANT (PLUG-IN MODULE) - AC 100-240 V - 550 WATT - FOR SUMMIT X670-48X	2	\$223.13	\$446.26



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Part One

Line#	Description	Qty	Price	Amount
244	EXTREME NETWORK EXTREME NETWORKS - NETWORK DEVICE FAN TRAY - FOR SUMMIT X670-48X, X670V-48X	2	\$185.63	\$371.26
245	EXTREME NETWORK EXTREME NETWORKS - POWER CABLE - IEC 320 EN 60320 C13 - NEMA 5-15 (M)	2	\$5.63	\$11.26
246	5PX 1500VA RT 120V 5-15P 8X5-15R NETWORK MS	6	\$770.09	\$4620.54
247	5PX 3000VA RT 120V L5-30P 2U 6X5-20R L5-30R NETWORK MS	1	\$1370.21	\$1370.21
248	NETWORK-MS	4	\$179.00	\$716.00
249	2-POST RAIL KIT FOR RACK MOUNT UPS,	7	\$49.00	\$343.00
250	NETWORK AND UPS INSTALLATION AND TRAINING	1	\$3099.00	\$3099.00
251				
252	GADSDEN ES (MAGNET)			
253	EXTREME NETWORK EXTREME NETWORKS SUMMIT X460-G2 SERIES X460-G2-24P-10 GE4 - SWITCH - MANAGED - 24 X 10/100/1000 (POE+) + 4 X SHARED SFP + 4 X SFP + 4 X SFP+ - RACK-MOUNTABLE - POE+	2	\$2062.50	\$4125.00
254	EXTREME NETWORK SUMMIT X460-G2-48P-BASE UNIT	2	\$3037.50	\$6075.00
255	EXTREME NETWORK EXTREME NETWORKS - ETHERNET 10GBASE-CR CABLE - SFP+ (M) - SFP+ (M) - 3.3 FT	6	\$45.00	\$270.00
256	EXTREME NETWORK EXTREME NETWORKS SUMMIT X460-G2 SERIES BACK-TO-FRONT FAN MODULE - NETWORK DEVICE FAN TRAY - FOR SUMMIT X460-G2 SERIES	4	\$110.63	\$442.52
257	EXTREME NETWORK SUMMIT 1100W AC PSU FB	4	\$410.63	\$1642.52
258	EXTREME NETWORK PWR CORD 13A USA NEMA 5-15 IEC320-C15	4	\$9.38	\$37.52
259				
260	5PX 1500VA RT 120V 5-15P 8X5-15R NETWORK MS	6	\$770.09	\$4620.54
261	5PX 3000VA RT 120V L5-30P 2U 6X5-20R L5-30R NETWORK MS	2	\$1370.21	\$2740.42
262	NETWORK-MS	3	\$179.00	\$537.00
263	2-POST RAIL KIT FOR RACK MOUNT UPS,	2	\$49.00	\$98.00
264	NETWORK AND UPS INSTALLATION AND TRAINING	1	\$2499.00	\$2499.00
265				
266	HAVANA MS			
267	EXTREME NETWORK EXTREME NETWORKS SUMMIT X460-G2 SERIES X460-G2-24P-10 GE4 - SWITCH - MANAGED - 24 X 10/100/1000 (POE+) + 4 X SHARED SFP + 4 X SFP + 4 X SFP+ - RACK-MOUNTABLE - POE+	5	\$2062.50	\$10312.50
268	EXTREME NETWORK SUMMIT X460-G2-48P-BASE UNIT	4	\$3037.50	\$12150.00
269	EXTREME NETWORK EXTREME NETWORKS - SFP+ TRANSCEIVER MODULE - 10GBASE-SR - LC MULTI-MODE - UP TO 980 FT - 850 NM	16	\$448.13	\$7170.08
270	EXTREME NETWORK EXTREME NETWORKS - ETHERNET 10GBASE-CR CABLE - SFP+ (M) - SFP+ (M) - 3.3 FT	16	\$45.00	\$720.00
271	EXTREME NETWORK EXTREME NETWORKS SUMMIT X460-G2 SERIES BACK-TO-FRONT FAN MODULE - NETWORK DEVICE FAN TRAY - FOR SUMMIT X460-G2 SERIES	9	\$110.63	\$995.67
?	EXTREME NETWORK SUMMIT 1100W AC PSU FB	9	\$410.63	\$3695.67
273	EXTREME NETWORK PWR CORD 13A USA NEMA 5-15 IEC320-C15	9	\$9.38	\$84.42
274	EXTREME NETWORK EXTREME NETWORKS SUMMIT X670-G2 SERIES X670-G2-48X-4Q-BASE-UNIT - SWITCH - L3 - MANAGED - 48 X SFP+ + 4 X QSFP+ - RACK-MOUNTABLE	9	\$7245.00	\$65205.00



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Part One

Line#	Description	Qty	Price	Amount
275	EXTREME NETWORK EXTREME NETWORKS - POWER SUPPLY - HOT-PLUG / REDUNDANT (PLUG-IN MODULE) - AC 100-240 V - 550 WATT - FOR SUMMIT X670-48X	2	\$223.13	\$446.26
276	EXTREME NETWORK EXTREME NETWORKS - NETWORK DEVICE FAN TRAY - FOR SUMMIT X670-48X, X670V-48X	27	\$185.63	\$5012.01
277	EXTREME NETWORK EXTREME NETWORKS - POWER CABLE - IEC 320 EN 60320 C13 - NEMA 5-15 (M)	2	\$5.63	\$11.26
278				
279	5PX 1500VA RT 120V 5-15P 8X5-15R NETWORK MS	7	\$770.09	\$5390.63
280	5PX 2200VA RT 120V 5-20P 8X5-20R NETWORK MS	1	\$1220.05	\$1220.05
281	5PX 3000VA RT 120V L5-30P 2U 6X5-20R L5-30R NETWORK MS	1	\$1370.21	\$1370.21
282	NETWORK-MS	5	\$179.00	\$895.00
283	2-POST RAIL KIT FOR RACK MOUNT UPS,	9	\$49.00	\$441.00
284	NETWORK AND UPS INSTALLATION AND TRAINING	1	\$5499.00	\$5499.00
286	GADSDEN TECHNICAL			
287	EXTREME NETWORK EXTREME NETWORKS SUMMIT X460-G2 SERIES X460-G2-24P-10 GE4 - SWITCH - MANAGED - 24 X 10/100/1000 (POE+) + 4 X SHARED SFP + 4 X SFP + 4 X SFP+ - RACK-MOUNTABLE - POE+	4	\$2062.50	\$8250.00
288	EXTREME NETWORK SUMMIT X460-G2-48P-BASE UNIT	3	\$3037.50	\$9112.50
289	EXTREME NETWORK EXTREME NETWORKS - SFP+ TRANSCEIVER MODULE - 10GBASE -SR - LC MULTI-MODE - UP TO 980 FT - 850 NM	12	\$448.13	\$5377.56
290	EXTREME NETWORK EXTREME NETWORKS - ETHERNET 10GBASE-CR CABLE - SFP+ (M) - SFP+ (M) - 3.3 FT	12	\$45.00	\$540.00
291	EXTREME NETWORK EXTREME NETWORKS SUMMIT X460-G2 SERIES BACK-TO-FRONT FAN MODULE - NETWORK DEVICE FAN TRAY - FOR SUMMIT X460-G2 SERIES	7	\$110.63	\$774.41
292	EXTREME NETWORK SUMMIT 1100W AC PSU FB	7	\$410.63	\$2874.41
293	EXTREME NETWORK PWR CORD 13A USA NEMA 5-15 IEC320-C15	7	\$1.00	\$7.00
294				
295	EXTREME NETWORK EXTREME NETWORKS SUMMIT X670-G2 SERIES X670-G2-48X-4Q-BASE-UNIT - SWITCH - L3 - MANAGED - 48 X SFP+ + 4 X QSFP+ - RACK-MOUNTABLE	1	\$7245.00	\$7245.00
296	EXTREME NETWORK EXTREME NETWORKS - POWER SUPPLY - HOT-PLUG / REDUNDANT (PLUG-IN MODULE) - AC 100-240 V - 550 WATT - FOR SUMMIT X670-48X	2	\$223.13	\$446.26
297	EXTREME NETWORK EXTREME NETWORKS - NETWORK DEVICE FAN TRAY - FOR SUMMIT X670-48X, X670V-48X	3	\$185.63	\$556.89
298	EXTREME NETWORK EXTREME NETWORKS - POWER CABLE - IEC 320 EN 60320 C13 - NEMA 5-15 (M)	2	\$1.00	\$2.00
299				
300	5PX 1500VA RT 120V 5-15P 8X5-15R NETWORK MS	6	\$770.09	\$4620.54
301	5PX 3000VA RT 120V L5-30P 2U 6X5-20R L5-30R NETWORK MS	1	\$1370.21	\$1370.21
302	NETWORK-MS	4	\$179.00	\$716.00
303	2-POST RAIL KIT FOR RACK MOUNT UPS,	7	\$49.00	\$343.00
304				
305	NETWORK AND UPS INSTALLATION AND TRAINING	1	\$3099.00	\$3099.00

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Line#	Description	Qty	Price	Amount
306				
307	JAMES A. SHANKS MS			
308	EXTREME NETWORK EXTREME NETWORKS SUMMIT X460-G2 SERIES X460-G2-24P-10 GE4 - SWITCH - MANAGED - 24 X 10/100/1000 (POE+) + 4 X SHARED SFP + 4 X SFP + 4 X SFP+ - RACK-MOUNTABLE - POE+	2	\$2062.50	\$4125.00
309	EXTREME NETWORK SUMMIT X460-G2-48P-BASE UNIT	8	\$3037.50	\$24300.00
310	EXTREME NETWORK EXTREME NETWORKS - SFP+ TRANSCEIVER MODULE - 10GBASE -SR - LC MULTI-MODE - UP TO 980 FT - 850 NM	18	\$448.13	\$8066.34
311	EXTREME NETWORK EXTREME NETWORKS - ETHERNET 10GBASE-CR CABLE - SFP+ (M) - SFP+ (M) - 3.3 FT	10	\$45.00	\$450.00
312	EXTREME NETWORK EXTREME NETWORKS SUMMIT X460-G2 SERIES BACK-TO-FRONT FAN MODULE - NETWORK DEVICE FAN TRAY - FOR SUMMIT X460-G2 SERIES	10	\$110.63	\$1106.30
313	EXTREME NETWORK SUMMIT 1100W AC PSU FB	10	\$410.63	\$4106.30
1	EXTREME NETWORK PWR CORD 13A USA NEMA 5-15 IEC320-C15	10	\$1.00	\$10.00
316	EXTREME NETWORK EXTREME NETWORKS SUMMIT X670-G2 SERIES X670-G2-48X-4Q-BASE-UNIT - SWITCH - L3 - MANAGED - 48 X SFP+ + 4 X QSFP+ - RACK-MOUNTABLE	1	\$7245.00	\$7245.00
317	EXTREME NETWORK EXTREME NETWORKS - POWER SUPPLY - HOT-PLUG / REDUNDANT (PLUG-IN MODULE) - AC 100-240 V - 550 WATT - FOR SUMMIT X670-48X	2	\$223.13	\$446.26
318	EXTREME NETWORK EXTREME NETWORKS - NETWORK DEVICE FAN TRAY - FOR SUMMIT X670-48X, X670V-48X	3	\$185.63	\$556.89
319	EXTREME NETWORK EXTREME NETWORKS - POWER CABLE - IEC 320 EN 60320 C13 - NEMA 5-15 (M)	2	\$5.63	\$11.26
320				
321	5PX 1500VA RT 120V 5-15P 8X5-15R NETWORK MS	10	\$770.09	\$7700.90
322	5PX 3000VA RT 120V L5-30P 2U 6X5-20R L5-30R NETWORK MS	1	\$1370.21	\$1370.21
323	NETWORK-MS	2	\$179.00	\$358.00
324	2-POST RAIL KIT FOR RACK MOUNT UPS,	11	\$49.00	\$539.00
325	NETWORK AND UPS INSTALLATION AND TRAINING	1	\$4499.00	\$4499.00
SubTotal				
\$1,092,338.78				
Tax				
\$0.00				
Ground Shipping				
Total				
\$1,092,338.78				

Terms & Conditions

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PC Solutions & Integration, Inc

113 South Monroe Street, Tallahassee, FL 32301
Ph: 850-391-2896 FAX: 850-270-6930

Sales Quote	
Q38329	1/28/15
Sales Rep	
vgordon	

Quote Prepared For

John Thomas

Customer

Gadsden County School District

Ship To

Cabling response to RFP-
Telecommunications Services, Internet
Access, Internal Connections and Basic
Maintenance of Internal Connections
Eligible for E-rate Funds under the
Universal Service Program

Line#	Description	Qty	Price	Amount
1	SUBCONTRACTOR: JR ELECTRONICS			
2	JR ELECTRONICS, INC. - BUSINESS TELEPHONE SYSTEMS			
3	3853 NORTHDAL BLVD #204			
4	TAMPA FL 33624			
5	CHATTAHOOCHEE ELEMENTARY SCHOOL			
6	CAT 6 PLENUM CABLES[INCLUDES CABLE, JACKS, FACEPLATES,CABLE CERTIFICATION]	550	\$130.00	\$71500.00
7	6 STRAN FIBER[50 MICRON OM4][INCLUDES CABLE,LIUS,LC CONNECTORS, LC JUMPERS,CERTIFICATION] PER CUSTOMER REQUEST	1	\$4728.00	\$4728.00
8	48 PORT CAT 6 PATCHPANELS	12	\$232.29	\$2787.48
9	2 POST RACKS[INCLUDE WALL ANGLE BRACKETS,CABLE RUNWAYS]PER CUSTOMER REQUEST	2	\$235.00	\$470.00
	HORIZONTAL WIRE MANAGERS PER CUSTOMER REQUEST	10	\$32.00	\$320.00
11	VERTICAL WIRE MANAGERS PER CUSTOMER REQUEST	4	\$165.00	\$660.00
12	CAT 6 3FT PATCH CORDS PER CUSTOMER REQUEST	550	\$2.80	\$1540.00
13	CAT 6 7 FT PATCH CORDS PER CUSTOMER REQUEST	550	\$4.40	\$2420.00
14	WIRE MOLDING	1	\$500.00	\$500.00
15	3 FT RACK PER CUSTOMER REQUEST	2	\$315.00	\$630.00
16				
17				
18	EAST GADSDEN HIGH SCHOOL			
19	CAT 6 PLENUM CABLES[INCLUDES CABLE, JACKS, FACEPLATES,CABLE	1125	\$130.00	\$146250.00
20	6 STRAN FIBER[50 MICRON OM4][INCLUDES CABLE,LIUS,LC CONNECTORS, LC JUMPERS,CERTIFICATION]PER CUSTOMER REQUEST	1	\$12456.00	\$12456.00
21	48 PORT CAT 6 PATCHPANELS	20	\$232.29	\$4645.80
22	2 POST RACKS[INCLUDE WALL ANGLE BRACKETS,CABLE RUNWAYS]PER CUSTOMER REQUEST	7	\$235.00	\$1645.00
23	HORIZONTAL WIRE MANAGERS PER CUSTOMER REQUEST	25	\$32.00	\$800.00
24	VERTICAL WIRE MANAGERS PER CUSTOMER REQUEST	14	\$165.00	\$2310.00
25	CAT 6 3FT PATCH CORDS PER CUSTOMER REQUEST	913	\$2.55	\$2328.15
26	CAT 6 7 FT PATCH CORDS PER CUSTOMER REQUEST	913	\$4.15	\$3788.95
27	WIRE MOLDING	1	\$930.00	\$930.00
28	AIREAL 6 STRAN FIBER[50 MICRON OM4][INCLUDES CABLE,LIUS,LC CONNECTORS, LC JUMPERS,CERTIFICATION]PER CUSTOMER REQUEST	1	\$4729.00	\$4729.00
29				
30				
31	GADSDEN ELEMENTARY MAGNET SCHOOL			
	CAT 6 PLENUM CABLES[INCLUDES CABLE, JACKS, FACEPLATES,CABLE CERTIFICATION]	690	\$130.00	\$89700.00
33	6 STRAN FIBER[50 MICRON OM4][INCLUDES CABLE,LIUS,LC CONNECTORS, LC JUMPERS,CERTIFICATION]PER CUSTOMER REQUEST	1	\$5728.00	\$5728.00



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Line#	Description	Qty	Price	Amount
34	48 PORT CAT 6 PATCHPANELS	15	\$232.29	\$3484.35
35	3 FT SWING OUT RACKS PER CUSTOMER REQUEST	2	\$215.00	\$430.00
36	HORIZONTAL WIRE MANAGERS PER CUSTOMER REQUEST	10	\$32.00	\$320.00
37	VERTICAL WIRE MANAGERS PER CUSTOMER REQUEST	2	\$165.00	\$330.00
38	CAT 6 3FT PATCH CORDS PER CUSTOMER REQUEST	690	\$2.80	\$1932.00
39	CAT 6 7 FT PATCH CORDS PER CUSTOMER REQUEST	690	\$4.40	\$3036.00
40	WIRE MOLDING	1	\$500.00	\$500.00
41	AIREAL 6 STRAN FIBER[50 MICRON OM4][INCLUDES CABLE,LIUS,LC CONNECTORS, LC JUMPERS,CERTIFICATION] PER CUSTOMER REQUEST	1	\$2945.00	\$2945.00
42	3 FT RACK PER CUSTOMER REQUEST	2	\$215.00	\$430.00
43				
44	GADSDEN TECHNICAL INSTITUTE			
	CAT 6 PLENUM CABLES[INCLUDES CABLE, JACKS, FACEPLATES,CABLE	293	\$130.00	\$38090.00
	6 STRAN FIBER[50 MICRON OM4][INCLUDES CABLE,LIUS,LC CONNECTORS, LC JUMPERS,CERTIFICATION]PER CUSTOMER REQUEST	1	\$7828.00	\$7828.00
47	48 PORT CAT 6 PATCHPANELS	5	\$232.29	\$1161.45
48	2 POST RACKS[INCLUDE WALL ANGLE BRACKETS,CABLE RUNWAYS]PER CUSTOMER REQUEST	2	\$235.00	\$470.00
49	HORIZONTAL WIRE MANAGERS PER CUSTOMER REQUEST	10	\$32.00	\$320.00
50	VERTICAL WIRE MANAGERS PER CUSTOMER REQUEST	4	\$165.00	\$660.00
51	CAT 6 3FT PATCH CORDS PER CUSTOMER REQUEST	232	\$2.80	\$649.60
52	CAT 6 7 FT PATCH CORDS PER CUSTOMER REQUEST	232	\$4.40	\$1020.80
53	WIRE MOLDING	1	\$930.00	\$930.00
54	3 FT SWING OUT RACK . PER CUSTOMER REQUEST	4	\$215.00	\$860.00
55				
56				
57				
58	GEORGE W. MUNROE ELEMENTARY SCHOOL			
59	CAT 6 PLENUM CABLES[INCLUDES CABLE, JACKS, FACEPLATES,CABLE	743	\$130.00	\$96590.00
60	6 STRAN FIBER[50 MICRON OM4][INCLUDES CABLE,LIUS,LC CONNECTORS, LC JUMPERS,CERTIFICATION] PER CUSTOMER REQUEST	1	\$5729.00	\$5729.00
61	48 PORT CAT 6 PATCHPANELS	16	\$232.29	\$3716.64
62	2 POST RACKS[INCLUDE WALL ANGLE BRACKETS,CABLE RUNWAYS]PER CUSTOMER REQUEST	2	\$235.00	\$470.00
63	HORIZONTAL WIRE MANAGERS PER CUSTOMER REQUEST	10	\$32.00	\$320.00
64	VERTICAL WIRE MANAGERS PER CUSTOMER REQUEST	14	\$165.00	\$2310.00
65	4 INCH COUNDIT PER CUSTOMER REQUEST	1	\$600.00	\$600.00
	CAT 6 3FT PATCH CORDS PER CUSTOMER REQUEST	743	\$2.80	\$2080.40
	CAT 6 7 FT PATCH CORDS PER CUSTOMER REQUEST	743	\$4.40	\$3269.20
68	WIRE MOLDING	1	\$500.00	\$500.00
69	3 FT SWING OUT RACK	3	\$215.00	\$645.00



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Line#	Description	Qty	Price	Amount
70				
71				
72	HAVANA MIDDLE			
73	CAT 6 PLENUM CABLES[INCLUDES CABLE, JACKS, FACEPLATES,CABLE	793	\$130.00	\$103090.00
74	6 STRAN FIBER[50 MICRON OM4][INCLUDES CABLE,LIUS,LC CONNECTORS, LC JUMPERS,CERTIFICATION]PER CUSTOMER REQUEST	1	\$5728.00	\$5728.00
75	48 PORT CAT 6 PATCHPANELS	16	\$232.29	\$3716.64
76	2 POST RACKS[INCLUDE WALL ANGLE BRACKETS,CABLE RUNWAYS]PER CUSTOMER REQUEST	4	\$235.00	\$940.00
77	HORIZONTAL WIRE MANAGERS PER CUSTOMER REQUEST	20	\$32.00	\$640.00
78	VERTICAL WIRE MANAGERS PER CUSTOMER REQUEST	8	\$165.00	\$1320.00
79	CAT 6 3FT PATCH CORDS PER CUSTOMER REQUEST	793	\$2.80	\$2220.40
	CAT 6 7 FT PATCH CORDS PER CUSTOMER REQUEST	793	\$4.40	\$3489.20
	WIRE MOLDING	1	\$930.00	\$930.00
82				
83				
84	STEWART STREET ELEMENTARY SCHOOL			
85	CAT 6 PLENUM CABLES[INCLUDES CABLE, JACKS, FACEPLATES,CABLE	670	\$130.00	\$87100.00
86	6 STRAN FIBER[50 MICRON OM4][INCLUDES CABLE,LIUS,LC CONNECTORS, LC JUMPERS,CERTIFICATION]PER CUSTOMER REQUEST	1	\$12456.00	\$12456.00
87	48 PORT CAT 6 PATCHPANELS	14	\$232.29	\$3252.06
88	2 POST RACKS[INCLUDE WALL ANGLE BRACKETS,CABLE RUNWAYS]PER CUSTOMER REQUEST	3	\$235.00	\$705.00
89	HORIZONTAL WIRE MANAGERS PER CUSTOMER REQUEST	20	\$32.00	\$640.00
90	VERTICAL WIRE MANAGERS PER CUSTOMER REQUEST	6	\$165.00	\$990.00
91	CAT 6 3FT PATCH CORDS PER CUSTOMER REQUEST	670	\$2.55	\$1708.50
92	CAT 6 7 FT PATCH CORDS PER CUSTOMER REQUEST	670	\$4.15	\$2780.50
93	WIRE MOLDING	1	\$500.00	\$500.00
94	3 FT RACK PER CUSTOMER REQUEST	2	\$315.00	\$630.00
95				
96				
97	WEST GADSDEN HIGH SCHOOL			
98	CAT 6 PLENUM CABLES[INCLUDES CABLE, JACKS, FACEPLATES,CABLE	955	\$130.00	\$124150.00
99	6 STRAN FIBER[50 MICRON OM4][INCLUDES CABLE,LIUS,LC CONNECTORS, LC JUMPERS,CERTIFICATION]PER CUSTOMER REQUEST	1	\$12456.00	\$12456.00
100	48 PORT CAT 6 PATCHPANELS	21	\$232.29	\$4878.09
101	2 POST RACKS[INCLUDE WALL ANGLE BRACKETS,CABLE RUNWAYS]PER CUSTOMER REQUEST	7	\$235.00	\$1645.00
	HORIZONTAL WIRE MANAGERS PER CUSTOMER REQUEST	25	\$32.00	\$800.00
103	VERTICAL WIRE MANAGERS PER CUSTOMER REQUEST	14	\$165.00	\$2310.00
104	CAT 6 3FT PATCH CORDS PER CUSTOMER REQUEST	968	\$2.55	\$2468.40



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Line#	Description	Qty	Price	Amount
105	CAT 6 7 FT PATCH CORDS PER CUSTOMER REQUEST	968	\$4.15	\$4017.20
106	WIRE MOLDING	1	\$930.00	\$930.00
SubTotal				
\$928,984.81				
Tax				
\$0.00				
Ground Shipping				
Total				
\$928,984.81				

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Sales Quote	
Q38319	1/28/15
Sales Rep	
david	

Quote Prepared For

Customer

Gadsden County School District

Ship To

Section Four: Basic Maintenance of Internal Connections
3 Year Option

Line#	Description	Qty	Price	Amount
1	SECTION FOUR: BASIC MAINTENANCE OF INTERNAL CONNECTIONS			
2				
3	BASED ON A MINIMUM MONTHLY CHARGE			
4	OF 40 HOURS \$3800 (\$95 * 30 HOURS)			
5	LABOR RATE			
6	NETWORK SUPPORT PER HOUR	1	\$95.00	\$95.00
7				
8	BASIC MAINTENANCE OF X670 SWITCHES			
9	3 YEARS			
10	X460-G2 HAVE LIMITED LIFETIME WARRANTY THAT INCLUDE SOFTWARE			
11	UPDATES			
12				
	1A. CARTER-PARRAMORE ACADEMY (GADSDEN CENTRAL ACAD)			
14	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 3 - TO COVER FOR 3 YEARS)	3	\$1232.50	\$3697.50
15	1B. CARTER-PARRAMORE ACADEMY (HOPE ACADEMY)			
16	NONE			
17	2. GADSDEN CENTRAL ACADEMY			
18	NONE			
19	3. GEORGE W. MUNROE ELEM			
20	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 3 - TO COVER FOR 3 YEARS)	3	\$1232.50	\$3697.50
21	4. ST. JOHN ELEM SCHOOL			
22	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 3 - TO COVER FOR 3 YEARS)	3	\$1232.50	\$3697.50
23	5. CHATTAHOOCHEE			
24	NONE			
25	6. GREENSBORO ELEM SCHOOL (2 UNITS)			
26	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 3 - TO COVER FOR 3 YEARS)	3	\$1232.50	\$3697.50
27	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 3 - TO COVER FOR 3 YEARS)	3	\$1232.50	\$3697.50
28	7. STEWART STREET ELEMENTARY SCHOOL			
29	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 3 - TO COVER FOR 3 YEARS)	3	\$1232.50	\$3697.50
30	8. EAST GADSDEN HS			
31	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 3 - TO COVER FOR 3 YEARS)	3	\$1232.50	\$3697.50
	9. GRETN A ELEM SCHOOL			
33	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 3 - TO COVER FOR 3 YEARS)	3	\$1232.50	\$3697.50
34	10. WEST GADSDEN HIGH SCHOOL			



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1/28/15

Sales Rep

david

Quote Prepared For

Ship To

Section Four: Basic Maintenance of Internal Connections
3 Year Option

Line#	Description	Qty	Price	Amount
35	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 3 - TO COVER FOR 3 YEARS)	3	\$1232.50	\$3697.50
36	11. HAVANA ELEM SCHOOL (2 UNITS)			
37	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 3 - TO COVER FOR 3 YEARS)	3	\$1232.50	\$3697.50
38	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 3 - TO COVER FOR 3 YEARS)	3	\$1232.50	\$3697.50
39	12. GALLOWAY ACADEMY			
40	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 3 - TO COVER FOR 3 YEARS)	3	\$1232.50	\$3697.50
41	13. GADSDEN ES			
42	NONE			
43	14. HAVANA MS (9 UNITS)			
	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 3 - TO COVER FOR 3 YEARS)	3	\$1232.50	\$3697.50
45	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 3 - TO COVER FOR 3 YEARS)	3	\$1232.50	\$3697.50
46	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 3 - TO COVER FOR 3 YEARS)	3	\$1232.50	\$3697.50
47	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 3 - TO COVER FOR 3 YEARS)	3	\$1232.50	\$3697.50
48	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 3 - TO COVER FOR 3 YEARS)	3	\$1232.50	\$3697.50
49	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 3 - TO COVER FOR 3 YEARS)	3	\$1232.50	\$3697.50
50	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 3 - TO COVER FOR 3 YEARS)	3	\$1232.50	\$3697.50
51	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 3 - TO COVER FOR 3 YEARS)	3	\$1232.50	\$3697.50
52	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 3 - TO COVER FOR 3 YEARS)	3	\$1232.50	\$3697.50
53	15. GADSDEN TECH			
54	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 3 - TO COVER FOR 3 YEARS)	3	\$1232.50	\$3697.50
55	16. JAMES A. SHANKS			
56	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 3 - TO COVER FOR 3 YEARS)	3	\$1232.50	\$3697.50
57				
58				
59				
60				
61				
62				
63				



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Sales Quote	
Q38319	1/28/15
Sales Rep	
david	

Quote Prepared For

Customer

Gadsden County School District

Ship To

Section Four: Basic Maintenance of Internal Connections
3 Year Option

Line#	Description	Qty	Price	Amount
64				
SubTotal		Tax		Ground Shipping
\$85,137.50		\$0.00		Total
				\$85,137.50

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Q38327	1/28/15
Sales Rep	
david	

Quote Prepared For

Customer

Gadsden County School District

Ship To

Section Four: Basic Maintenance of Internal Connections
5 Year Option

Line#	Description	Qty	Price	Amount
1	SECTION FOUR: BASIC MAINTENANCE OF INTERNAL CONNECTIONS			
2				
3	BASED ON A MINIMUM MONTHLY CHARGE			
4	OF 40 HOURS \$3800 (\$95 * 30 HOURS)			
5	LABOR RATE			
6	NETWORK SUPPORT PER HOUR	1	\$95.00	\$95.00
7				
8	BASIC MAINTENANCE OF X670 SWITCHES			
9	5 YEARS			
10	X460-G2 HAVE LIMITED LIFETIME WARRANTY THAT INCLUDE SOFTWARE			
11	UPDATES			
12				
	1A. CARTER-PARRAMORE ACADEMY (GADSDEN CENTRAL ACAD)			
14	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 5 - TO COVER FOR 5 YEARS)	5	\$942.50	\$4712.50
15	1B. CARTER-PARRAMORE ACADEMY (HOPE ACADEMY)			
16	NONE			
17	2. GADSDEN CENTRAL ACADEMY			
18	NONE			
19	3. GEORGE W. MUNROE ELEM			
20	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 5 - TO COVER FOR 5 YEARS)	5	\$942.50	\$4712.50
21	4. ST. JOHN ELEM SCHOOL			
22	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 5 - TO COVER FOR 5 YEARS)	5	\$942.50	\$4712.50
23	5. CHATTAHOOCHEE			
24	NONE			
25	6. GREENSBORO ELEM SCHOOL (2 UNITS)			
26	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 5 - TO COVER FOR 5 YEARS)	5	\$942.50	\$4712.50
27	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 5 - TO COVER FOR 5 YEARS)	5	\$942.50	\$4712.50
28	7. STEWART STREET ELEMENTARY SCHOOL			
29	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 5 - TO COVER FOR 5 YEARS)	5	\$942.50	\$4712.50
30	8. EAST GADSDEN HS			
31	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 5 - TO COVER FOR 5 YEARS)	5	\$942.50	\$4712.50
	9. GRETN A ELEM SCHOOL			
33	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 5 - TO COVER FOR 5 YEARS)	5	\$942.50	\$4712.50
34	10. WEST GADSDEN HIGH SCHOOL			



PC Solutions & Integration, Inc

113 South Monroe Street, Tallahassee, FL 32301
Ph: 850-391-2896 FAX: 850-270-6930

Sales Quote

Q38327

1/28/15

Sales Rep

david

Quote Prepared For

Ship To

Section Four: Basic Maintenance of Internal Connections
5 Year Option

Customer

Gadsden County School District

Line#	Description	Qty	Price	Amount
35	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 5 - TO COVER FOR 5 YEARS)	5	\$942.50	\$4712.50
36	11. HAVANA ELEM SCHOOL (2 UNITS)			
37	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 5 - TO COVER FOR 5 YEARS)	5	\$942.50	\$4712.50
38	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 5 - TO COVER FOR 5 YEARS)	5	\$942.50	\$4712.50
39	12. GALLOWAY ACADEMY			
40	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 5 - TO COVER FOR 5 YEARS)	5	\$942.50	\$4712.50
41	13. GADSDEN ES			
42	NONE			
43	14. HAVANA MS (9 UNITS)			
	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 5 - TO COVER FOR 5 YEARS)	5	\$942.50	\$4712.50
45	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 5 - TO COVER FOR 5 YEARS)	5	\$942.50	\$4712.50
46	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 5 - TO COVER FOR 5 YEARS)	5	\$942.50	\$4712.50
47	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 5 - TO COVER FOR 5 YEARS)	5	\$942.50	\$4712.50
48	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 5 - TO COVER FOR 5 YEARS)	5	\$942.50	\$4712.50
49	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 5 - TO COVER FOR 5 YEARS)	5	\$942.50	\$4712.50
50	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 5 - TO COVER FOR 5 YEARS)	5	\$942.50	\$4712.50
51	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 5 - TO COVER FOR 5 YEARS)	5	\$942.50	\$4712.50
52	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 5 - TO COVER FOR 5 YEARS)	5	\$942.50	\$4712.50
53	15. GADSDEN TECH			
54	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 5 - TO COVER FOR 5 YEARS)	5	\$942.50	\$4712.50
55	16. JAMES A. SHANKS			
56	17310-PCSS - EXTENDED SERVICE AGREEMENT - 1 YEAR (QUOTED 5 - TO COVER FOR 5 YEARS)	5	\$942.50	\$4712.50
57				
58				
59				
60				
61				
62				
63				



PC Solutions & Integration, Inc

113 South Monroe Street, Tallahassee, FL 32301
Ph: 850-391-2896 FAX: 850-270-6930

Sales Quote	
Q38327	1/28/15
Sales Rep	
david	

Quote Prepared For

Ship To

Customer

Gadsden County School District

Section Four: Basic Maintenance of Internal Connections
5 Year Option

Line#	Description	Qty	Price	Amount
64				
SubTotal		Tax		Ground Shipping
\$108,482.50		\$0.00		Total
				\$108,482.50

Terms & Conditions

It is understood that PC Solutions & Integration, Inc. will retain title to all items stated above until the total purchase price of this order is paid. Failure by customer to pay for this order in full under the terms shown on this document shall give PC Solutions & Integration, Inc. the right to repossess the items stated above, with or without notice, and without liability to customer. If payment is not recieved when due, customer agrees to pay interest at the rate of 1.5% per month. If collection becomes necessary on this purchase, then customer agrees to pay all costs of collections, including but not limited to, reasonable attorney's fees and court costs. Customer further agrees that any and all legal matters related to this order are governed by the laws of the State of Florida, County of Miami-Dade. No warranty is made by PC Solutions & Integration, Inc. for any of the items stated above, and there is no warranty of merchantability or fitness for any particular purpose. PC Solutions & Integration, Inc. is not liable/nor responsible under any circumstances for data. Quote price may change without notice.

ANY PRICING INFORMATION INCLUDED HEREIN IS FOR QUOTATION PURPOSES ONLY AND ALL PRODUCTS ARE SUBJECT TO AVAILABILITY FROM THE MANUFACTURER.

REBATES AND SPECIAL PRICING ARE NOT VALID ON BACK ORDERS IF PROMOTION EXPIRES BEFORE PRODUCT IS AVAILABLE.



PC Solutions & Integration, Inc

4937 SW 75 Ave, Miami, FL 33155
Ph:305-667-0633 Fax:305-667-0618

Sales Quote	
Q38331	1/29/15
Sales Rep	
david	

Quote Prepared For

Ship To

Customer

Gadsden County School District

Optional 5 year warranties on Eaton Units

Line#	Description	Qty	Price	Amount
1				
2	WE HAVE QUOTED ONLY QTY 1 OF EACH UPS UPGRADE			
3	SINCE THE DISTRICT MAY NOT DESIRE TO INCREASE THE WARRANTY			
4	ON ALL UNITS			
5				
6	3 YEAR AND 5 YEAR LEASE OPTIONS ARE AVAILABLE ON			
7	EXTENDED WARRANTIES			
8				
9	EATON - DIRECT 3YR WARR TOTAL UP TO 6KVA NEW UPS	1	\$409.65	\$409.65
10	9PX5KP1 & 9PX6KP1			
11				
12	EATON - DIRECT 3YR WARR TOTAL UP TO 11KVA NEW UPS	1	\$549.13	\$549.13
	9PX11KTF11			
14				
15	EATON 3YR TOTAL WARRANTY EBM	1	\$258.67	\$258.67
16	9PXEbm180RT			

SubTotal

\$1,217.45

Tax

\$0.00

Ground Shipping

Total

\$1,217.45

Terms & Conditions

It is understood that PC Solutions & Integration, Inc. will retain title to all items stated above until the total purchase price of this order is paid. Failure by customer to pay for this order in full under the terms shown on this document shall give PC Solutions & Integration, Inc. the right to repossess the items stated above, with or without notice, and without liability to customer. If payment is not recieved when due, customer agrees to pay interest at the rate of 1.5% per month. If collection becomes necessary on this purchase, then customer agrees to pay all costs of collections, including but not limited to, reasonable attorney's fees and court costs. Customer further agrees that any and all legal matters related to this order are governed by the laws of the State of Florida, County of Miami-Dade. No warranty is made by PC Solutions & Integration, Inc. for any of the items stated above, and there is no warranty of merchantability or fitness for any particular purpose. PC Solutions & Integration, Inc. is not liable/nor responsible under any circumstances for data. Quote price may change without notice.

ANY PRICING INFORMATION INCLUDED HEREIN IS FOR QUOTATION PURPOSES ONLY AND ALL PRODUCTS ARE SUBJECT TO AVAILABILITY FROM THE MANUFACTURER.

REBATES AND SPECIAL PRICING ARE NOT VALID ON BACK ORDERS IF PROMOTION EXPIRES BEFORE PRODUCT IS AVAILABLE.

Diamond
Partner

Fiscal Year
2015



PC Solutions & Integration

Valid through June 30, 2015

A handwritten signature in black ink, reading 'Theresa Caragol', written over a horizontal line.

Theresa Caragol, Vice President Global Channels



January 28, 2015

To Whom It May Concern:

RE: PC Solutions and Integration

Extreme Networks, Inc. (Extreme) hereby states that as of the date of this letter, PC Solutions and Integration is an authorized Diamond Level reseller of Extreme Networks. As a Diamond level partner, our highest rank in partner levels, PC Solutions is certified to sell Extreme's products and services and has achieved the required Technical and Sales certifications associated with such status.

Please feel free to contact me directly if you have any questions.

Thank you for considering PC Solutions and Integration and Extreme Networks products and services.

Sincerely,

Bob Gault
Global VP, Channels & Partners
Extreme Networks

Vendor Information

The following information is **REQUIRED** for all vendors.

I. Please provide the following information as part of your application. (GCPS reserves the right to reject any and all applications from vendors that omit this information from the application.)

1. What is your previous experience with E-rate-supported services?

PCS employees have a combined 27 years e-rate participation. 2015-2016 represents PCS's 4th year of E-rate participation.

2. What is the previous amount that you have had funded in Telecommunications, Internet Access and Internal Connections, and/or basic Maintenance sections?

Approximately \$10 million has been funded to PCS clients by USAC.

3. What assistance can you provide during the Program Integrity Assurance (PIA) and Item 25 review as pertains to the delivery of eligible services awarded to your company?

PCS will provide to your district any documentation needed to answer PIA reviewers' questions and item 25 review as it pertains to the delivery of eligible services awarded PCS.

4. What documentation and backup material can you provide in the event that an appeal either the SLD or the FCC is necessary?

PCS will provide to your E-rate contact any and all backup documentation needed in the event an appeal needs to be filed to SLD or the FCC.

5. What experience have you had in assisting customers in filing for extensions and substitutions?

PCS is very familiar with E-Rate and is more than happy to assist.

II. According to the Universal Service program to qualify as a participant:

1. The vendor must:

a. Apply for a Service Provider Identification Number (SPIN)

SPIN: 143035405

FCC RN: 0021346762

b. Agree that the school's portion of the contract is subject to the availability of the discount to the schools on a yearly basis.

PCS agrees to this requirement.

c. Separate ineligible services and equipment from eligible services and equipment and include start and completion dates for the work on each invoice.

PCS agrees to this requirement.

d. Agree to assist the GCSD in resolving administrative issues that arise from the Universal Service program.

PCS agrees to this requirement.

e. Provide resume(s) for your E-rate Project Executive. The resume must reflect 3-5 years of successful E-rate project management with school districts of comparable enrollment.

Viv Gordon will be your E-Rate Project Executive. Her resume is attached.

2. The Vendor submitting a proposal involving equipment (switches, routers, telephones, servers, etc.) must have no less than two full-time certified professionals on staff and a certified professional must complete installation.

PCS has well in excesses of two certified engineers.

3. The Vendor submitting a proposal involving equipment (switches, routers, telephones, servers, etc.) must provide "help-desk" assistance by a qualified technician between 8 a.m. and 4p.m. EST via a toll free telephone number.

PCS agrees to this requirement. All PCS proposals for internal connections exceed this requirement.

4. The Vendor must be able to provide on-line remote support assistance to customer.

PCS agrees to this requirement.

5. The Vendor must be able to provide on-site management/maintenance service with a response time of three hours or less.

PCS agrees to this requirement.

6. The Vendor must provide evidence of at least 5 years of experience in integration and installation of telecommunications services.

PCS agrees to this requirement. We have attached a list of references and recommendation letters.

7. Proof of the above qualifications and evidences of the above must be part of the RFP.

Certification certificate from Extreme as evidence of our Diamond certification.

8. The Vendor must be completely and solely responsible for the transportation and completion of all repairs to the equipment from and to the original location and coordinate all warranty repairs.

PCS agrees to this requirement.

9. If equipment that is under warranty is not operational because of defects at any time after receipt of the product by the GCSD, the vendor will provide replacement equipment until the defective equipment is repaired or replaced.

PCS agrees to this requirement. PCS will supply hot spares to be onsite a district offices or our Tallahassee office for any items we have supplied for immediate substitution.

10. The Vendor will designate a Liaison or Project Manager within the Vendor's firm with whom all concerns and issues will be addressed.

Viv Gordon will be your primary project manager. I secondary project manager will also be assigned.

11. The Vendor will provide the GCSD with alternative methods of contact other than the telephone (i.e., cell phones, pager or email addresses)

PCS agrees to this requirement.

12. The Vendor will make certain that its employees, agents, volunteers and contractors, who may have contact with students, are in compliance with Florida's Jessica Lunsford Act.

PCS agrees to this requirement.

13. In the event that the GCSD determines in good faith that a Vendor's employee is not conducting himself/herself in a professional manner, the Media & Technology Director will contact the Vendor with respect to such conduct and will act in accordance with the appropriate Sections of the signed Services Agreement.

PCS agrees to this requirement. PCS will remove any personal the district is not satisfied with.

14. All communications from an awarded Vendor to the GCSD shall be directed to the Director of Instructional Media & Technology or his/her designee. No other employee of the GCSD will be authorized to operate under the terms of any agreement resulting from this RFP.

PCS agrees to this requirement.

15. The successful Vendor shall comply with all Federal, State, and Local laws, ordinances, regulations and Gadsden County School Board rules and policies pertaining to work for the school district, and shall, at its expense, obtain any permits that may be required.

PCS agrees to this requirement.

16. The Vendor will not discriminate or permit discrimination against any person because of race, color, religion, sex or national origin. In the event of such discrimination, the GCSD may, in addition to any other rights available under this RFP, at law or in equity, terminate the Vendor.

PCS agrees to this requirement.

17. The Vendor agrees to preserve the confidential nature of confidential, nonpublic information disclosed to it by the GCSD in the course of this RFP. During the performance of this project, the Vendor may be exposed to data of a confidential or which it gains access to in the course of this contract.

PCS agrees to this requirement.

18. All proposals shall specify in detail, what information and/or documentation contained within the proposal is considered confidential or proprietary information by the Vendor.

PCS agrees to this requirement.

19. Regardless of cause, late proposals will not be accepted and will automatically be disqualified from further consideration. It shall be the Vendor's sole risk to assure delivery to the designated contact at the designated time.

PCS agrees to this requirement.

20. Should the vendor require a subcontractor for purposes of the work/services as part of this RFP, they must declare in the RFP the name of the subcontractor and their address and telephone number. GCSD reserves the right to reject any subcontractor without explanation or recourse by the vendor or subcontractor. Neither party to the contract shall assign the contract or sublet it as a whole without the consent of Gadsden County School Board, nor shall the vendor assign any monies due or to become due to him without written consent of the School Board.

PCS agrees to this requirement. PCS does anticipate subcontracting any wiring work to JR Electric. There contact information is below.

JR Electronics, Inc. - Business Telephone
Systems
3853 Northdale Blvd #204
Tampa FL 33624

21. All new vendors (those who have never held a contract with the Instructional Media & Technology Department) will be required to furnish evidence that they maintain permanent places of business of a type and nature compatible with their proposal and are in all respects competent and an eligible Vendor to fulfill the terms of this request. GCSD may make such investigation as deemed necessary to determine the ability of the Vendor to provide the items required and reserves the right to reject any Vendor's proposal if evidence fails to indicate the Vendor is qualified to provide the items on this request.

PCS agrees to this requirement.

22. New Vendors must provide evidence of successful past performance in providing turnkey network integration in the commercial and/or private market place during the last five years. Depending on the area of service, the Vendor must provide evidence of his ability to provide the following examples of services:

- ☐ Network Integration (both LAN and WAN)
- ☐ Network Engineering
- ☐ Inside and Outside cabling if submitting a proposal for infrastructure and/or Local
- ☐ Area Network Maintenance
- ☐ Microsoft/Novell LAN Installation and Management
- ☐ PBX installation, integration, and maintenance if submitting a proposal involving telephone systems

The submission of a minimum of three references with contact name, county/school name or company name, address phone number, and a brief description of the work performed in paragraph form will be applicable for this section of the RFP.

- A. University of Central Florida – University of Central Florida is the 2nd largest University in the United States. UCF relies on PCS to supply and support their Extreme Networks equipment.
Contact: Lou Garcia
Email: Lou.Garcia@ucf.edu
- B. University of Miami – PCS has been supplying and supporting Extreme Networks equipment at UM for over a decade.
Contact: Kenrick Thomas
Email: kenrick@miami.edu
- C. Palm Beach School Districts – PBSB is the 8th largest school district in the United States. PCS was chosen to provide the network hardware to upgrade over 200 schools and administrative sites. This upgrade involved over 7,000 network switches.
Contact: Kevin Ogonowski
Email: kevin.ogonowski@palmbeachschools.org
- D. Orlando Magic – The Orlando Magic have relied on PCS and Extreme Networks to support their mission critical network for multiple years.
Contact: Joel Massey
Email: jmassey@Orlandomagic.com
- E. Aventura Mall – Aventura Mall is one of the largest malls in the United States in both size and sales volume. PCS has supplied, installed, and supported both wired and wireless equipment for over a decade. In addition we have supported their other malls within the United States.
Contact: Jake Williams
Email: jake@turnberry.com
- F. SW International Airport - SW International airport is the largest airport on the west coast of Florida. PCS manages their network which consists of both Extreme and Cisco equipment.
Contact: Larry Vavrek
Email: ljvavrek@flylcpa.com
- G. Arquitectonica (ARQ) – ARQ is one of the world's premiere architecture firms. They have offices in Miami, NY, Paris, Lima, Hong Kong, and China. PCS has designed, deployed, and managed their network for many years and continues to fulfill their networking needs.
Contact: Jorge Jimenez
Email: jjimenez@arquitectonica.com



PCS primary focus is networking and network support. We do subcontract larger wiring installations. Our team does supervise and assure the quality of the work. In addition we confirm any workers have passed the appropriate background checks.

References for JR Electric

CommWorks - 1405 Xenium Lane St 200 - Minneapolis Mn - Matt Mccue 763-852-3111
Installation and Service for
Mattress Firm
American Eagle
Jose Bank
Harbor Freights Tool
Maxim Healthcare
Zales Jeweler

Us Info Comm - 800 S Military Trail - Deerfield Beach Fl 33424 - Tom Gundel 1800-441-1560
Installation and Service for
Petsmart
Banfield animal hospital
Haverty furniture

Vendor Liaison

The Vendor will designate a Vendor Liaison (Project Executive) within the Vendor's firm with whom all concerns and issues will be addressed.

If the district feels are issues are not being handled properly by their project manager (Viv Gordon), they can immediately reach out to David Rudnick. David has been with PCS for 19 years and his area of expertise is educational customers. Mr. Rudnick holds the title of Vice-President with PCS.

Reference Letter

Michael Anderson
4600 Rickenbacker Cswy
MSC 224
Miami, FL 33149
(305) 421-4027

UNIVERSITY OF MIAMI
ROSENSTIEL
SCHOOL of MARINE &
ATMOSPHERIC SCIENCE



February 4, 2013

To whom it may concern:

I have been a customer of *PC Solutions and Integration* for over a decade in my capacity as the Director of IT with the *University of Miami*. They have become a trusted source of both knowledge and technology products over the duration of that time period. Their in-house expertise is solid in many technology disciplines, and their knowledge sharing of how other customers (named only with permission) fared with technology implementations after a purchase creates a community where the post-sale experiences are shared among everyone who does business with them. The "solutions" part of the company name is clearly their objective, not just pushing products as so many other resellers do.

I whole-heartedly recommend *PC Solutions and Integration* as both a supplier and integrator and continue to enjoy a trusted partnership with their staff. I've done well over a million dollars in business with them over the years and never been disappointed.

Warmly,



Mike Anderson
Director of IT, RSMAS
University of Miami

January 30th 2013

Dear Sir or Madam,

Our firm is a major worldwide architecture design firm. PC Solutions installed and manages our worldwide network across four continents. They have been providing services to our organization for nearly fifteen years. We would highly recommend them and we have referred them to several of our peers and clients. Please feel free to contact me if any questions.

Cordially,

A handwritten signature in dark ink, consisting of several overlapping loops and a long horizontal stroke extending to the right.

Chief Financial Officer



Vivienne Bramwell-Gordon
12604 River Birch Drive
Riverview, Florida 33569
Residence: (813)741-0763 Mobile: (813)785-7605
Email: viv.gordon@yahoo.com

MAJOR MILESTONES/AWARDS

2005 Avaya SMB partner of the year. Sat on the Avaya SMB counsel 2004-2006

SUMMARY OF QUALIFICATIONS

Executive-Level Manager with 20 years of Information Technology (IT) and business management experience in public and private sectors. Extremely comfortable with C-Level managers with an uncanny ability to retain difficult accounts and win back lost accounts. Consistent closing ratio of 33-40% of pipeline.

- | | | |
|--------------------------------|--------------------------------|----------------------------|
| - Contract Negotiation/Closing | - Spreadsheet/workbook design | - Marketing Strategies |
| - Business Development | - Staff Motivation & Mentoring | - Project Management |
| - Net New Logo Wins | - Revenue Growth | - Inventory & Cost Control |
-

PROFESSIONAL EXPERIENCE

PC Solutions - Florida

12/2014 – Present

Senior Account Manager

- Responsible for Erate management and growth
- Building accounts and customer retention
- Conceptualized and launched new business practices
- Developed new business initiatives
- Launched new product lines into new and existing accounts
- Negotiated improved terms with manufacturers and distributors to maximize overall margins

Hayes e-Government Resources - Florida

12/2011 – 11/2014

Business Development Manager

- 2012 - Generated \$2million in revenue, 21% GP
- 2013 - Generated \$4.1million in revenue, 19% GP
- Conceptualized and launched new business practices
- Developed new business initiatives
- Launched new product lines into new and existing accounts
- Customer retention - won back dissatisfied high end customers
- Negotiated improved terms with manufacturers and distributors to maximize overall margins

Relational Technology Solutions - Florida

10/2010 – 11/2011

National Account Manager

Erate/Government Specialist

- Launched Erate practice resulting in won business within 90 days
- Launched new product lines into new and existing accounts
- Developed government strategy resulted in winning three state agencies (approximately \$1.8 million in revenue)
- Designed sales tools & marketing materials
- Created project management plans for selective customers

Independent Contractor/Consultant

05/2008 – 10/2010

- Assisted clients with product development, go-to-market strategies
- Developed processes and procedures for organization and sales department

TriNET Systems - Tampa, Florida

03/2008 – 05/2009

New Business Development Manager

- Launched inbound/outbound business-to-business call-center targeting small-to-midsized companies
- Recruited, interviewed, hired & trained staff



- Designed sales tools & marketing materials
- Identified and developed new revenue streams
- Created project management plans for select customers
- Developed presentation and report formats used in Weekly Account Review meetings
- Managed organizational P&L's

Qoncert, LLC - Tampa, Florida
President

08/2007 – 03/2008

- Launched inbound/outbound business-to-business call-center for IT solutions company
- Recruited, interviewed, hired & trained staff
- Designed sales tools & marketing materials
- Monitored team and individual performance against sales goals marketing materials
- Developed monthly analyses of performance trends and recommended solutions for downward trends
- Developed presentation and report formats used in Weekly Account Review meetings
- Monitor the outcomes of daily calls; perform forecasting and analysis of call trends
- Managed organizational P&L's
- Created project management plans for selective customers

Maasa, LLC - Tampa, Florida
Founder/CEO

11/2004 – 08/2007

- Launched outbound call-center to sell Avaya products and services
- Months 1-12 generated revenue from \$15k to \$400k, averaged 25-40 GP
- Recruited, interviewed, hired & trained staff
- Designed sales tools & marketing materials
- Directed staff of up to 50 plus employees
- Company became the fastest growing Avaya SMB dealership

Phones Etc, Inc. - Tampa, Florida
Co-Founder/Vice President

09/1994 – 11/2004

- Launched home-based telecommunication sales business
- Secured government contracts to develop IT and telecommunications infrastructure
- Provided equipment installation, asset recovery and financing for customers
- Recruited, trained and supervised up to 26 employees
- Directed all operations, including sales, marketing, customer service, purchasing, inventory control, shipping and receiving and all company accounting

Davel Communications - Tampa, FL
Sales Director

03/1993 - 09/1994

- Increased revenue from \$45K to \$300K Monthly
- Generated approximately 25% GP
- Launched campaign to recover lost accounts winning back 75%
- Responsible for P&L
- Responsible for inventory control
- Implemented quality control program
- Automated processes with the introduction of MAS 90
- Developed strategies to improve effective warehouse workflow

Citicorp - New York, NY
Manager

01/1989 – 11/1992

- Managed Latin American debt up to \$8 billion dollars
- Maintained syndicated loans with up to 200 plus participating banks
- Set international rates for numerous currencies
- Managed IMF accounts
- Managed buying/selling of currency for seven-branch network
- Managed staff of up to 23

EDUCATION



Baruch College - New York, NY
Business Administration

09/1982 – 05/1988

CERTIFICATIONS

Avaya IP Office, Avaya Data, Enterasys
Cisco: Sales Expert, Advanced Unified Communications

MS Word, Excel, PowerPoint, Peachtree Accounting, MAS 90, QuickBooks, Dreamweaver, Visio.

Possess excellent written and verbal communication skills. Possess strong analytical skills and problem-solving abilities.

Combines advanced technology and business practices to develop focused programs that increase revenues and expand company operations. Consistent record of success in increasing company value.

RFP Memorandum of Understanding

To: Gadsden County Board of Education

Vendor: PCS

Name of Firm: PC Solutions & Integration, Inc.

Mailing Address 113 S. Monroe Street

Tallahassee, FL 32301

City, State, Zip Code

Having carefully examined the request for proposal documents prepared by the Gadsden County Board of Education and together with such addenda, if any, as listed hereafter, the undersigned hereby proposes and agrees to provide all components as specified in the attached Proposal Schedule, these sheets being a part of the Proposal, for unit prices and totals shown.

The Undersigned agrees that the unit prices quoted on the Technology Specifications attached hereto shall govern in the event error in totals, and further agrees that, should quantities of items be changed prior to award of the Contract from the specifications, these unit prices will prevail for the revised schedule.

It is agreed that the undersigned has complied with all requirements concerning Vendor Qualifications, licensing and, with all other local, state, federal laws, and that legal requirement has been violated in making or accepting this proposal, in awarding a contract to him or in the delivery of products.

In submitting this proposal, it is understood that the right is reserved by the owner to reject any or all proposals and waive all informalities in connection therewith. It is also agreed that this proposal may not be withdrawn for a period of ninety (90) days from the opening thereof.

The Gadsden County School District is not liable for any cost incurred by the vendor in preparing a response to the RFP.

Contact **John Thomas** or **Sheantika Wiggins** with questions.

PC Solutions & Integration, Inc.

Name of Bidding Vendor


Authorized Signature

David Rudnick/VP

Name/Title of Person Signing

Tallahassee, FL 32301

City, State, Zip Code

01/29/2015

Date

113 S. Monroe Street

Address

850-391-2896

(Area Code) Telephone Number

THE SCHOOL BOARD OF GADSDEN COUNTY

"Building A Brighter Future"

Reginald C. James, Superintendent of Schools

35 Martin L. King, Jr. Blvd

Quincy, Florida 32351

Tel: (850) 627-9651 Fax: (850) 627-2760

MINORITY-OWNED FIRM OR COMPANY

I (we) do hereby certify that my (our) business qualifies as a minority-owned firm or company.
Please check one of the following applicable:

☐ Black
☒ Hispanic
☐ American Indian-Alaskan Native
☐ Female
☐ Physically or Mentally Disability
☐ Asian-Pacific Islander

Manual Signature: _____

Typed Signature: David Rudnick

Date: 01/29/2015

Name of Business: PC Solutions & Integration, Inc.

Address: 113 S. Monroe Street

Tallahassee, FL 32301

Non-Minority Firm or Company

I (we) do hereby certify that my (our) business qualifies as a minority-owned firm or company.

Manual Signature: _____

Date: _____

Typed Signature: _____

Name of Business: _____

Address: _____

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

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

SWORN STATEMENT: UNDER SECTION 287.133(3)(a) FLORIDA STATUTES ON PUBLIC ENTITY

CRIMES

THIS FORM MUST BE SIGNED IN THE PRESENCE OF A NOTARY PUBLIC OR OTHER OFFICER AUTHORIZED TO ADMINISTER OATHS.

1. This sworn statement is submitted with Bid, Proposal or Contract No. 01020151 for
Gadsden County School District
2. This sworn statement is submitted by PC Solutions
(Name of entity submitting sworn statement)

whose business address is 113 S. Monroe Street, Tallahassee, FL 32301 and (if applicable) its Federal Employer Identification Number (FEIN) is 65-0798706 If the entity has no FEIN, include the Social Security Number of the individual signing this sworn statement 593-44-6140

3. My name is David Rudnick and my relationship to the entity name above is
V.P.
4. I understand that a "public entity crime" as defined in Paragraph 287.133(1)(g), Florida Statutes, means a violation of any state or federal law by a person with respect to and directly related to the transaction of business with any public entity or with an agency or political subdivision of any other state or with the United States, including, but not limited to, any bid or contract of goods or services to be provided to any public entity or an agency or political subdivision of any other state or of the United States and involving antitrust, fraud, theft, bribery, collusion, racketeering, conspiracy, or material misrepresentation.
5. I understand that "convicted" or "conviction" as defined in Paragraph 287.133(1)(b), Florida Statutes, means a finding of guilt or a conviction of a public entity crime, with or without an adjudication of guilt, in any federal or state trial court of record relating to charges brought by indictment or information after July 1, 1989, as a result of a jury verdict, non-jury trial, or entry of a plea of guilty or nolo contendere.
6. I understand that an "affiliate" as defined in Paragraph 287.133(1)(a), Florida Statutes, means:

A predecessor or successor of a person convicted of a public entity crime; or
An entity under the control of any natural person who is active in the management of the entity and who has been convicted of a public entity crime. The term "affiliate" includes those officers, directors, executives, partners, shareholders, employees, members, and agencies that are active in the management of an affiliate. The ownership by one person of shares constituting a controlling interest in another person, or a pooling of equipment or income among persons when not for fair market value under an arm's length agreement, shall be a prima facie case that one person controls another person. A person who knowingly enters into a joint ventures with a person who has been convicted of a public entity crime in Florida during the preceding 36 months shall be considered an affiliate.
7. I understand that a "person" as defined in Paragraph 287.133(1)(e), Florida Statutes, means any natural person or entity organized under the laws of any state or of the United States with the legal power to enter into a binding contract and which bids or applies to bid on contracts for the provision of goods or services let by a public entity, or which otherwise transacts or applies to transact business with a public entity. The term "person" includes those officers, directors, executives, partners, shareholders, employees, members, and agents who are active in management of an entity.

8. Based on information and belief, the statement, which I have marked below, is true in relation to the entity submitting this sworn statement. [Please indicate which statement applies].

- Neither the entity submitting this sworn statement, nor any officers, directors, executives, partners, shareholders, employees, members, or agents who are active in management of the entity, nor any affiliate of the entity have been charged with an convicted of a public entity crimes subsequent to July 1, 1989.
- The entity submitting this sworn statement, or one or more of the officers, directors, executives, partners, shareholders, employees, members, or agents who are active in management of the entity, or an affiliate of the entity has been charged with and convicted of a public entity crime subsequent to July 1, 1989, AND [Please indicate which additional statement applies].
- There has been a proceeding concerning the conviction before a hearing officer of the State of Florida, Division of Administrative Hearings. The final order entered by the hearing officer did not place the person or affiliate on the convicted vendor list. [Please attach a copy of the final order].
- The person or affiliate was placed on the convicted vendor list. There has been a subsequent proceeding before a hearing officer of the State of Florida, Division of Administrative Hearings. The final order entered by the hearing officer determined that it was in the public interest to remove the person or affiliate from the convicted vendor list. [Please attach a copy of the final order].
- The person or affiliate has not been placed on the convicted vendor list. [Please describe any action taken by or pending with the Department of General Services].



Signature

1-29-15

Date

STATE OF Florida

COUNTY OF Miami Dade

PERSONALLY APPEARED BEFORE ME, the undersigned authority,

David Rudnick who, after first being sworn by me,
[Name of individual signing]

affixed his/her signature in the space provided above on this 29 day of 01, 20 15.


NOTARY PUBLIC

My commission expires: 6/4/2018



NATALIE IGLESIAS
NOTARY PUBLIC
STATE OF FLORIDA
Comm# FF129490
Expires 6/4/2018

Summit X460-G2 Series

SCALABLE ADVANCED AGGREGATION SWITCH WITH EXTREMEXOS MODULAR OPERATING SYSTEM

PERFORMANCE

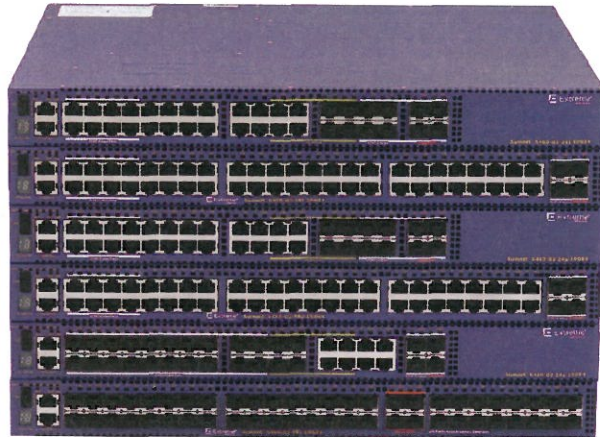
- 48-port or 28-port GbE models
- 4 ports of SFP+ 10GbE or 4 ports of SFP 1GbE on front faceplate
- All configurations Non-blocking full duplex
- Copper, Fiber, and PoE-Plus models
- Optional two-port 10 GbE fiber and copper options to provide additional 10Gbps streams of uplink bandwidth
- Optional two-port 40 GbE to provide 80 Gbps uplinks or SummitStack-V160 stacking
- 40 Gbps stacking via front-panel 10Gb Ethernet ports or optional SummitStack

FORM FACTOR

- 1 RU w/ 1 expansion slot for additional interface ports and 1 expansion slot for timing options

FEATURES

- Front-to-Back or Back-to-Front airflow
- SyncE G.8232 and IEEE 1588 PTP Timing
- 850W of PoE-Plus budget with 1 PSU
- 1668W of PoE-Plus budget with 2 PSUs
- Y.1731 OAM Measurements in hardware for accuracy
- Energy Efficient Ethernet - IEEE 802.3az



The Summit® X460-G2 series is based on Extreme Networks® revolutionary ExtremeXOS®, a highly resilient OS that provides continuous uptime, manageability and operational efficiency. Each switch offers the same high-performance, non-blocking hardware technology, in the Extreme Networks tradition of simplifying network deployments through the use of common hardware and software throughout the network.

The Summit X460-G2 switches are effective campus edge switches that support Energy Efficient Ethernet (EEE - IEEE 802.3az) with IEEE 802.3at PoE-plus and can also serve as aggregation switches for traditional enterprise networks. The Summit X460-G2 series is also an option for DSLAM or CMTS aggregation, or for active Ethernet access.

The Summit X460-G2 can also be used as a top-of-rack switch for many data center environments with features such as high-density Gigabit Ethernet for concentrated data center environments; XNV™ (ExtremeXOS Network Virtualization) for centralized network-based Virtual Machine (VM) inventory, VM location history and VM provisioning; Direct Attach™ to offload VM switching from servers, thereby improving performance; high-capacity Layer 2/Layer 3 scalability for highly virtualized data centers; and intra-rack and cross-rack stacking with industry-leading flexibility.

Comprehensive Security Management

- User policy and host integrity enforcement, and identity management
- Universal Port Dynamic Security Profiles to provide fine granular security policies in the network
- Threat detection and response instrumentation to react to network intrusion with CLEAR-Flow Security Rules Engine
- Denial of Service (DoS) protection and IP security against man-in-the-middle and DoS attacks to harden the network infrastructure

Flexible Port Configuration

Summit X460-G2 offers flexible port configurations. For Summit X460-G2 24 port copper models with 10Gb uplinks with four dedicated Gigabit Ethernet fiber ports and four shared Gigabit Ethernet fiber ports, the switch can have up to 8 fiber GbE ports, while still providing 20 Gigabit Ethernet copper ports (PoE-plus or non-PoE). The Summit X460-G2 24 port copper models with 1Gb uplinks can provide up to 12 SFP ports with 20 Gigabit Ethernet ports or eight SFP ports with 24 copper GbE ports.

All models come equipped with either 4 ports of SFP+ 10 GbE or 4 ports of SFP 1GbE resident on the faceplate of each model. Through an optional VIM slot, Summit X460-G2 switches can be equipped with an additional 2 ports of 10 GbE for a total of six 10 Gigabit Ethernet ports on the 10Gb uplink models.

As another option, each unit can be equipped with 2 ports of QSFP+ 40 Gigabit Ethernet for uplinks or stacking.

High-Performance Stacking

Up to eight Summit X460-G2 switches can be stacked using three different methods of stacking: SummitStack, SummitStack-V, and SummitStack-V160.

SUMMITSTACK — STACKING USING COPPER CX4 CONNECTIONS

The Summit X460-G2 supports SummitStack by using the Summit X460-G2-VIM-2ss module, which offers high-speed 40 Gbps stacking performance and provides compatibility with the Summit X440, X460, X460-G2 and X480 stackable switches running the same version of ExtremeXOS.

SUMMITSTACK-V — FLEXIBLE STACKING OVER 10GbE

ExtremeXOS supports the SummitStack-V capability using 2 of the native 10 GbE ports on the faceplate as stacking ports, enabling the use of standard cabling and optics technologies used for 10 GbE SFP+, SummitStack-V provides long-distance 40 Gbps stacking connectivity of up to 40 km while reducing the cable complexity of implementing a stacking solution. SummitStack-V is compatible with Summit X440, X460, X460-G2, X480, X670, X670V, X670-G2 and X770 switches running the same version of ExtremeXOS. SummitStack-V enabled 10 GbE ports must be physically direct-connected.

Note: Stacking will NOT be supported on the 10GbE fiber VIM and the 10GbE copper VIM with initial X460-G2 shipments.

Note: SummitStack-V is NOT supported on the 1GbE (SFP) front panel faceplate ports of non-10Gb X460-G2 models.

SUMMITSTACK-V160 — FLEXIBLE STACKING OVER 40GbE

The Summit X460-G2 also supports high-speed 160 Gbps stacking, which is ideal for demanding applications where a high volume of traffic traverses through the stacking links, yet bandwidth is not compromised through stacking.

SummitStack-V160 can support passive copper cable (up to 3m), active multi-mode fiber cable (up to 100m), and QSFP+ optical transceivers for 40 GbE up to 10km. With SummitStack-V160, the Summit X460-G2 provides a flexible stacking solution inside the data center or central office to create a virtualized switching infrastructure across rows of racks. SummitStack-V160 is compatible with Summit X460-G2, X480, X670V, X670-G2 and X770 switches running the same version of ExtremeXOS.

Intelligent Switching and MPLS/H-VPLS Support

Summit X460-G2 supports sophisticated and intelligent Layer 2 switching, as well as Layer 3 IPv4/IPv6 routing including policy-based switching/routing, Provider Bridges, bidirectional ingress and egress Access Control Lists, and bandwidth control by 8 Kbps granularity both for ingress and egress.

To provide scalable network architectures used mainly for Carrier Ethernet network deployment, Summit X460-G2 supports MPLS LSP-based Layer 3 forwarding and Hierarchical VPLS (H-VPLS) for transparent LAN services. With H-VPLS, transparent Layer 3 networks can be extended throughout the Layer 3 network cloud by using a VPLS tunnel between the regional transparent LAN services typically built by Provider Bridges (IEEE 802.1ad) technology

IEEE 802.3at PoE-plus

IEEE 802.3af Power over Ethernet has been widely used in the campus enterprise edge network for Ethernet-powered devices such as wireless access points, Voice over IP phones, and security cameras. Ethernet port extenders such as Extreme Networks ReachNXT™ 100-8t can also utilize PoE, making installation and management easier and reducing maintenance costs. The newer IEEE 802.3at PoE-plus standard expands upon Power over Ethernet by increasing the power limit up to 30 watts, and by standardizing power negotiation by using LLDP. Summit X460-G2 supports IEEE 802.3at PoE-plus and supports standards-compliant PoE devices today and into the future.

1588 Precision Time Protocol (PTP)

Summit X460-G2 offers Boundary Clock (BC), Transparent Clock (TC), and Ordinary Clock (OC) for synchronizing phase and frequency and allowing the network and the connected devices to be synchronized down to microseconds of accuracy over Ethernet connection.

Audio Video Bridging (AVB)

The X460-G2 series supports IEEE 802.1 Audio Video Bridging to enable reliable, real-time audio/video transmission over Ethernet. AVB technology delivers the quality of service required for today's high-definition and time-sensitive multimedia streams.

Ordering Notes

The X460-G2 base switches do not ship with fan trays or power supplies. The fan tray and power supplies must be ordered separately as well as any of the optional VIMS. There is only one optional VIM slot on each X460-G2 switch. The optional Timing Module has a separate dedicated slot on the back of the X460-G2 switch.

Specifications

PERFORMANCE/SCALE

SWITCH MODEL	MAXIMUM ACTIVE GBE PORTS	MAXIMUM ACTIVE 10GBE PORTS	MAXIMUM ACTIVE 40GBE PORTS	AGGREGATED SWITCH BANDWIDTH	FRAME FORWARDING RATE
Summit X460-G2-24t-10GE4	28	6	2	296 Gbps	220.2 Mpps
Summit X460-G2-48t-10GE4	48	6	2	336 Gbps	250 Mpps
Summit X460-G2-24x-10GE4	28	6	2	296 Gbps	220.2 Mpps
Summit X460-G2-48x-10GE4	48	6	2	336 Gbps	250 Mpps
Summit X460-G2-24p-10GE4	28	6	2	296 Gbps	220.2 Mpps
Summit X460-G2-48p-10GE4	48	6	2	336 Gbps	250 Mpps
Summit X460-G2-24t-GE4	32	2	2	220 Gbps	163.7 Mpps
Summit X460-G2-48t-GE4	48	2	2	260 Gbps	193.4 Mpps
Summit X460-G2-24p-GE4	32	2	2	220 Gbps	163.7 Mpps
Summit X460-G2-48p-GE4	48	2	2	260 Gbps	193.4 Mpps

- Less than 4 microsecond latency (64-byte)
- Layer 2/MAC Addresses: 96K (98,304)
- IPv4 LPM Entries: 12K
- IPv6 LPM Entries: 6K
- 4096 VLAN/VMANs
- 9216 Byte Max Packet Size (Jumbo Frame)
- 128 load sharing trunks, up to 32 members per trunk
- 4,096 ingress bandwidth meters
- Ingress and egress bandwidth policing/rate limiting per flow/ACL
- 8 QoS egress queues/port
- Egress bandwidth rate shaping per egress queue and per port
- Rate Limiting Granularity: 8 Kbps
- All ports Full Duplex - half duplex operation is not supported

EXTERNAL PORTS

SWITCH HARDWARE	PORTS
Summit X460-G2-24t-10GE4	<ul style="list-style-type: none"> • 24 x 10/100/1000BASE-T (RJ-45) - 4 ports are combo ports • 8 x 100/1000BASE-X (SFP) unpopulated ports - 4 ports are combo ports • 4 x 10GBASE-X SFP+ (unpopulated ports) • 1 x Serial (console port RJ-45) • 1 x 10/100BASE-T out-of-band management port • 1 x USB port for external USB flash
Summit X460-G2-48t-10GE4	<ul style="list-style-type: none"> • 48 x 10/100/1000BASE-T (RJ-45) • 4 x 10GBASE-X SFP+ (unpopulated ports) • 1 x Serial (console port RJ-45) • 1 x 10/100BASE-T out-of-band management port • 1 x USB port for external USB flash

SWITCH HARDWARE	PORTS
Summit X460-G2-24x-10GE4	<ul style="list-style-type: none"> • 24 x 100/1000BASE-X (SFP) unpopulated ports - 4 ports are combo ports • 8 x 10/100/1000BASE-T (RJ-45) - 4 ports are combo ports • 4 x 10GBASE-X SFP+ (unpopulated ports) • 1 x Serial (console port RJ-45) • 1 x 10/100BASE-T out-of-band management port • 1 x USB port for external USB flash
Summit X460-G2-48x-10GE4	<ul style="list-style-type: none"> • 48 x 100/1000BASE-X (SFP) unpopulated ports • 4 x 10GBASE-X SFP+ (unpopulated ports) • 1 x Serial (console port RJ-45) • 1 x 10/100BASE-T out-of-band management port • 1 x USB port for external USB flash
Summit X460-G2-24p-10GE4	<ul style="list-style-type: none"> • 24 x 10/100/1000BASE-T PoE-Plus - 4 ports are combo ports • 8 x 100/1000BASE-X (SFP) unpopulated ports - 4 ports are combo ports • 4 x 10GBASE-X SFP+ (unpopulated ports) • 1 x Serial (console port RJ-45) • 1 x 10/100BASE-T out-of-band management port • 1 x USB port for external USB flash
Summit X460-G2-48p-10GE4	<ul style="list-style-type: none"> • 48 x 10/100/1000BASE-T PoE-Plus • 4 x 10GBASE-X SFP+ (unpopulated ports) • 1 x Serial (console port RJ-45) • 1 x 10/100BASE-T out-of-band management port • 1 x USB port for external USB flash
Summit X460-G2-24t-GE4	<ul style="list-style-type: none"> • 24 x 10/100/1000BASE-T (RJ-45) - 4 ports are combo ports • 8 x 100/1000BASE-X (SFP) unpopulated ports - 4 ports are combo ports • 4 1GBASE-X SFP (unpopulated ports) • 1 x Serial (console port RJ-45) • 1 x 10/100BASE-T out-of-band management port • 1 x USB port for external USB flash
Summit X460-G2-48t-GE4	<ul style="list-style-type: none"> • 48 x 10/100/1000BASE-T (RJ-45) • 4 x 1GBASE-X SFP (unpopulated ports) • 1 x Serial (console port RJ-45) • 1 x 10/100BASE-T out-of-band management port • 1 x USB port for external USB flash
Summit X460-G2-24p-GE4	<ul style="list-style-type: none"> • 24 x 10/100/1000BASE-T PoE-Plus - 4 ports are combo ports • 8 x 100/1000BASE-X (SFP) unpopulated ports - 4 ports are combo ports • 4 1GBASE-X SFP (unpopulated ports) • 1 x Serial (console port RJ-45) • 1 x 10/100BASE-T out-of-band management port • 1 x USB port for external USB flash
Summit X460-G2-48p-GE4	<ul style="list-style-type: none"> • 48 x 10/100/1000BASE-T PoE-Plus • 4 x 1GBASE-X SFP (unpopulated ports) • 1 x Serial (console port RJ-45) • 1 x 10/100BASE-T out-of-band management port • 1 x USB port for external USB flash
Summit X460-G2 VIM-2x	<ul style="list-style-type: none"> • 2 x 10GBASE-X SFP+ (unpopulated ports)
Summit X460-G2 VIM-2t	<ul style="list-style-type: none"> • 2 x 10GBASE-T Ports
Summit X460-G2 VIM-2ss	<ul style="list-style-type: none"> • 2 x Summit Stack (CX4) Ports
Summit X460-G2 VIM-2q	<ul style="list-style-type: none"> • 2 x 40GBASE-X QSFP+ (unpopulated ports)
Summit X460-G2 TM-CLK	<ul style="list-style-type: none"> • Clock Module for SyncE and 1588 with 2 mini-BNC connectors for 10MHz and 1PPS signals

PHYSICAL

SWITCH MODEL	WEIGHT	PHYSICAL DIMENSION
Summit X460-G2-24t-10GE4	12.9 lb (5.85 kg)	Height: 1 RU / 1.73 inches (4.4 cm) Width: 17.4 inches (44.1 cm) Depth: 17.0 inches (43.2 cm)
Summit X460-G2-48t-10GE4	13.3 lb (6.03 kg)	
Summit X460-G2-24x-10GE4	13.1 lb (5.94 kg)	
Summit X460-G2-48x-10GE4	14.1 lb (6.4 kg)	
Summit X460-G2-24t-GE4	12.9 lb (5.85 kg)	
Summit X460-G2-48t-GE4	13.3 lb (6.03 kg)	
Summit X460-G2-24p-10GE4	14.6 lb (6.62 kg)	Height: 1 RU / 1.73 inches (4.4 cm) Width: 17.4 inches (44.1 cm) Depth: 19.1 inches (48.5 cm)
Summit X460-G2-48p-10GE4	15.2 lb (6.9 kg)	
Summit X460-G2-24p-GE4	14.6 lb (6.62 kg)	
Summit X460-G2-48p-GE4	15.2 lb (6.9 kg)	
Summit X460-G2 VIM-2x	0.57 lb (0.26 kg)	Height: 1.4 inches (3.55 cm) Width: 3.4 inches (8.6 cm) Depth: 5.5 inches (13.9 cm)
Summit X460-G2 VIM-2t	0.57 lb (0.26 kg)	Height: 1.4 inches (3.55 cm) Width: 3.4 inches (8.6 cm) Depth: 5.5 inches (13.9 cm)
Summit X460-G2 VIM-2ss	0.57 lb (0.26 kg)	Height: 1.4 inches (3.55 cm) Width: 3.4 inches (8.6 cm) Depth: 5.5 inches (13.9 cm)
Summit X460-G2 VIM-2q	0.57 lb (0.26 kg)	Height: 1.4 inches (3.55 cm) Width: 3.4 inches (8.6 cm) Depth: 5.5 inches (13.9 cm)
Summit X460-G2 TM-CLK	0.19 lb (0.08 kg)	Height: 1.4 inches (3.55 cm) Width: 0.9 inches (2.29 cm) Depth: 6.3 inches (16.0 cm)
Summit X460-G2 Front-to-Back fan module	1.0 lb (0.46 kg)	Height: 1.59 inches (4.04 cm) Width: 4.8 inches (12.2 cm) Depth: 6.2 inches (15.75 cm)
Summit X460-G2 Back-to-Front fan module	1.0 lb (0.46 kg)	Height: 1.59 inches (4.04 cm) Width: 4.8 inches (12.2 cm) Depth: 6.2 inches (15.75 cm)

NOTE: Switch weights include installed fan module. They do not include installed VIM2 modules or PSUs.

* Please refer to the Summit Family Switches Hardware Installation Guide for packaged weight and dimensions.

CPU/MEMORY

- 64-bit MIPS Processor, 1 GHz clock
- 1GB ECC DDR3 DRAM
- 4GB eMMC Flash
- 4MB packet buffer

LED INDICATORS

- Per port status LED including power status
- System Status LEDs: management, fan and power

POWER SUPPLY UNITS (EACH HAS FRONT-TO-BACK AND BACK-TO-FRONT MODELS)

	300W AC PSU	300 DC PSU	715W AC PSU	1100W AC PSU
Dimensions	Height 27 mm (1.06 inches) Width 78 mm (3.09 inches) Depth 277 mm (10.9 inches)	Height 27 mm (1.06 inches) Width 78 mm (3.09 inches) Depth 277 mm (10.9 inches)	Height 40 mm (1.56 inches) Width 82.5 mm (3.25 inches) Depth 287 mm (11.3 inches)	Height 40 mm (1.56 inches) Width 82.5 mm (3.25 inches) Depth 287 mm (11.3 inches)
Voltage Input Range	85-264 VAC	-40 to -72 VDC	85-264 VAC	85-264 VAC
Line Frequency Range	47 to 63 Hz	n/a	47 to 63 Hz	47 to 63 Hz
Power Supply Input Socket	IEC 320 C14	n/a	IEC 320 C16	IEC 320 C16
Power Cord Input Plug	IEC 320 C13	n/a	IEC 320 C15	IEC 320 C15
Operating Temperature	0 deg C to 50 deg C normal operation	0 deg C to 50 deg C normal operation	0 deg C to 50 deg C normal operation	0 deg C to 50 deg C normal operation

POE POWER BUDGET

SWITCH MODEL	1 PSU OF 715W	1 PSU OF 1100W	2 PSUS OF 715W	1 PSU OF 715W AND 1 PSU OF 1100W	2 PSUS OF 1100W
Summit X460-G2-24p-10GE4	500 W	850 W	1031 W	1350 W	1668 W
Summit X460-G2-48p-10GE4	500 W	850 W	1031 W	1350 W	1668 W
Summit X460-G2-24p-GE4	500 W	850 W	1031 W	1350 W	1668 W
Summit X460-G2-48p-GE4	500 W	850 W	1031 W	1350 W	1668 W
Summit X460-G2-24p-10GE4	16 ports @ 30W 24 ports @ 15.4W	24 ports @ 30W 24 ports @ 15.4W	24 ports @ 30W 24 ports @ 15.4W	24 ports @ 30W 24 ports @ 15.4W	24 ports @ 30W 24 ports @ 15.4W
Summit X460-G2-48p-10GE4	16 ports @ 30W 32 ports @ 15.4W	28 ports @ 30W 48 ports @ 15.4W	34 ports @ 30W 48 ports @ 15.4W	45 ports @ 30W 48 ports @ 15.4W	48 ports @ 30W 48 ports @ 15.4W
Summit X460-G2-24p-GE4	16 ports @ 30W 24 ports @ 15.4W	24 ports @ 30W 24 ports @ 15.4W	24 ports @ 30W 24 ports @ 15.4W	24 ports @ 30W 24 ports @ 15.4W	24 ports @ 30W 24 ports @ 15.4W
Summit X460-G2-48p-GE4	16 ports @ 30W 32 ports @ 15.4W	28 ports @ 30W 48 ports @ 15.4W	34 ports @ 30W 48 ports @ 15.4W	45 ports @ 30W 48 ports @ 15.4W	48 ports @ 30W 48 ports @ 15.4W

POWER SUPPLY UNITS (EACH HAS FRONT-TO-BACK AND BACK-TO-FRONT MODELS)

SWITCH MODEL	MINIMUM HEAT DISSIPATION	MINIMUM POWER CONSUMPTION	MAXIMUM HEAT DISSIPATION	MAXIMUM POWER CONSUMPTION
Summit X460-G2-24t-10GE4	229 BTU/hr	67 W	427 BTU/hr	125 W
Summit X460-G2-24p-10GE4	260 BTU/hr	76 W	1475 BTU/hr	204 W
Summit X460-G2-48t-10GE4	250 BTU/hr	73 W	427 BTU/hr	125 W
Summit X460-G2-48p-10GE4	287 BTU/hr	84 W	1645 BTU/hr	334 W
Summit X460-G2-24x-10GE4	209 BTU/hr	61 W	427 BTU/hr	125 W
Summit X460-G2-48x-10GE4	202 BTU/hr	59 W	427 BTU/hr	125 W
Summit X460-G2-24t-GE4	215 BTU/hr	63 W	427 BTU/hr	125 W
Summit X460-G2-24p-GE4	250 BTU/hr	73 W	1475 BTU/hr	204 W
Summit X460-G2-48t-GE4	243 BTU/hr	71 W	427 BTU/hr	127 W
Summit X460-G2-48p-GE4	284 BTU/hr	83 W	1645 BTU/hr	334 W

ENVIRONMENTAL SPECIFICATIONS

- EN/ETSI 300 019-2-1 v2.1.2 - Class 1.2 Storage
- EN/ETSI 300 019-2-2 v2.1.2 - Class 2.3 Transportation
- EN/ETSI 300 019-2-3 v2.1.2 - Class 3.1e Operational
- EN/ETSI 300 753 (1997-10) - Acoustic Noise
- ASTM D3580 Random Vibration Unpackaged 1.5 G

OPERATING CONDITIONS

- Temp: 0° C to 50° C (32° F to 122° F)
- Humidity: 10% to 95% relative humidity, non-condensing
- Altitude: 0 to 3,000 meters (9,850 feet)
- Shock (half sine): 30 m/s² (3 G), 11 ms, 60 shocks
- Random vibration: 3 to 500 Hz at 1.5 G rms

PACKAGING AND STORAGE SPECIFICATIONS

- Temp: -40° C to 70° C (-40° F to 158° F)
- Humidity: 10% to 95% relative humidity, non-condensing
- Packaged Shock (half sine): 180 m/s² (18 G), 6 ms, 600 shocks
- Packaged Vibration: 5 to 62 Hz at velocity 5 mm/s, 62 to 500 Hz at 0.2 G
- Packaged Random Vibration: 5 to 20 Hz at 1.0 ASD w/-3 dB/oct. from 20 to 200 Hz
- Packaged Drop Height: 14 drops minimum on sides and corners at 42 inches (<15 kg box)

REGULATORY AND SAFETY

North American ITE

- UL 60950-1 2nd Ed., Listed Device (U.S.)
- CSA 22.2 #60950-1-03 2nd Ed. (Canada)
- Complies with FCC 21CFR 1040.10 (U.S. Laser Safety)
- CDRH Letter of Approval (US FDA Approval)

European ITE

- EN 60950-1:2007 2nd Ed.
- EN 60825-1+A2:2001 (Lasers Safety)
- TUV-R GS Mark by German Notified Body
- 2006/95/EC Low Voltage Directive

International ITE

- CB Report & Certificate per IEC 60950-1 2nd Ed. + National Differences
- AS/NZX 60950-1 (Australia /New Zealand)

EMI/EMC STANDARDS

North American EMC for ITE

- FCC CFR 47 part 15 Class A (USA)
- ICES-003 Class A (Canada)

European EMC Standards

- EN 55022:2006+A1:2007 Class A
- EN 55024:A2:2003 Class A includes IEC 61000-4-2, 3, 4, 5, 6, 11
- EN 61000-3-2,8-2006 (Harmonics)
- EN 61000-3-3 2008 (Flicker)
- ETSI EN 300 386 v1.4.1, 2008-04 (EMC Telecommunications)
- 2004/108/EC EMC Directive

International EMC Certifications

- CISPR 22: 2006 Ed 5.2, Class A (International Emissions)
- CISPR 24:A2:2003 Class A (International Immunity)
- IEC 61000-4-2:2008/EN 61000-4-2:2009 Electrostatic Discharge, 8kV Contact, 15 kV Air, Criteria A
- IEC 61000-4-3:2008/EN 61000-4-3:2006+A1:2008 Radiated Immunity 10V/m, Criteria A
- IEC 61000-4-4:2004 am1 ed.2./EN 61000-4-4:2004/A1:2010 Transient Burst, 1 kV, Criteria A
- IEC 61000-4-5:2005 /EN 61000-4-5:2006 Surge, 2 kV L-L, 2 kV L-G, Level 3, Criteria A
- IEC 61000-4-6:2008/EN 61000-4-6:2009 Conducted Immunity, 0.15-80 MHz, 10V/m unmod. RMS, Criteria A
- IEC/EN 61000-4-11:2004 Power Dips & Interruptions, >30%, 25 periods, Criteria C

COUNTRY SPECIFIC

- VCCI Class A (Japan Emissions)
- ACMA (C-Tick) (Australia Emissions)
- CCC Mark
- KCC Mark, EMC Approval (Korea)

TELECOM STANDARDS

- ETSI EN 300 386:2001 (EMC Telecommunications)
- ETSI EN 300 019 (Environmental for Telecommunications)
- NEBS Level 3 compliant to portions of GR-1089 Issue 4 & GR-63 Issue 3 as defined in SR3580 with exception to filter requirement
- CE 2.0 Compliant

IEEE 802.3 MEDIA ACCESS STANDARDS

- IEEE 802.3ab 1000BASE-T
- IEEE 802.3z 1000BASE-X
- IEEE 802.3ae 10GBASE-X
- IEEE 802.3at PoE Plus
- IEEE 802.3az (EEE)

FAN AND ACOUSTIC NOISE

SWITCH MODEL	ACOUSTIC INFORMATION	
Summit X460-G2-24t-10GE4 Summit X460-G2-24t-GE4	Dual 300W AC or DC PS with Front to Back (FB) Air Flow	
	Bystander Sound Pressure*	Declared Sound Power (LWAd)**
	49.1 dB(A), 0C to 45C 54.9 dB(A), 50C	6.0 bels, 0C to 45C 6.6 bels @ 50C
	Dual 300W AC or DC PS with Back to Front (BF) Air Flow	
Summit X460-G2-48t-10GE4 Summit X460-G2-48t-GE4	Bystander Sound Pressure*	Declared Sound Power (LWAd)**
	48.9 dB(A), 0C to 35C 59.5 dB(A), 45C 65.6 dB(A), 50C	5.9 bels, 0C to 35C 7.2 bels, 45C 7.8 bels, 50C
	Dual 300W AC or DC PS with Front to Back (FB) Air Flow	
	Bystander Sound Pressure*	Declared Sound Power (LWAd)**
Summit X460-G2-48p-10GE4 Summit X460-G2-48p-GE4	47.6 dB(A), 0C to 45C 64.5 dB(A), 50C	5.9 bels, 0C to 45C 7.7 bels, 50C
	Dual 300W AC or DC PS with Back to Front (BF) Air Flow	
	Bystander Sound Pressure*	Declared Sound Power (LWAd)**
	47.7 dB(A), 0C to 35C 58.7 dB(A), 45C 65.3 dB(A), 50C	5.9 bels, 0C to 35C 7.2 bels, 45C 7.8 bels, 50C
Summit X460-G2-48p-10GE4 Summit X460-G2-48p-GE4	Dual 715W or 1100W AC PS with Front to Back (FB) Air Flow	
	Bystander Sound Pressure*	Declared Sound Power (LWAd)**
	52.2 dB(A), 0C to 45C 64.3 dB(A), 50C	6.9 bels, 0C to 45C 7.6 bels, 50C
	Dual 715W or 1100W AC PS with Back to Front (BF) Air Flow	
Summit X460-G2-24p-10GE4 Summit X460-G2-24p-GE4	Bystander Sound Pressure*	Declared Sound Power (LWAd)**
	50.9 dB(A), 0C to 31C 64.2 dB(A), 35C 70.8 dB(A), 50C	7.2 bels, 0C to 31C 7.6 bels, 35C 7.9 bels 50C
	Dual 715W or 1100W AC PS with Front to Back (FB) Air Flow	
	Bystander Sound Pressure*	Declared Sound Power (LWAd)**
Summit X460-G2-24x-10GE4	52.2 dB(A), 0C to 45C 61.8 dB(A), 50C	7.3 bels, 0C to 45C 7.4 bels, 50C
	Dual 715W or 1100W AC PS with Back to Front (BF) Air Flow	
	Bystander Sound Pressure*	Declared Sound Power (LWAd)**
	50.8 dB(A), 0C to 35C 69.8 dB(A), 50C	7.3 bels, 0C to 35C 8.1 bels, 50C
Summit X460-G2-24x-10GE4	Dual 300W AC or DC PS with Front to Back (FB) Air Flow	
	Bystander Sound Pressure*	Declared Sound Power (LWAd)**
	48.8 dB(A), 0C to 45C 61.9 dB(A), 50C	6.0 bels, 0C to 45C 7.5 bels, 50C
	Dual 300W AC or DC PS with Front to Back (FB) Air Flow	
Summit X460-G2-24x-10GE4	Bystander Sound Pressure*	Declared Sound Power (LWAd)**
	48.8 dB(A), 0C to 35C 58.7 dB(A), 45C 66.7 dB(A), 50C	6.0 bels, 0C to 35C 6.9 bels, 45C 7.8 bels, 50C
	Dual 300W AC or DC PS with Front to Back (FB) Air Flow	
	Bystander Sound Pressure*	Declared Sound Power (LWAd)**
Summit X460-G2-48x-10GE4	48.9 dB(A), 0C to 45C 60.5 dB(A) @ 50C	6.0 bels, 0C to 45C 7.4 bels, 50C
	Dual 300W AC or DC PS with Back to Front (BF) Air Flow	
	Bystander Sound Pressure*	Declared Sound Power (LWAd)**
	48.8 dB(A), 0C to 35C 57.5 dB(A), 45C 66.1 dB(A), 50C	6.0 bels, 0C to 35C 6.9 bels, 45C 7.8 bels, 50C

* Bystander Sound Pressure is presented for comparison to other products measured using Bystander Sound Pressure.

**Declared Sound Power is presented in accordance with ISO-7779:2010(E), ISO 9296:2010 per ETSI/EN 300 753:2012-01

Accessories

SUMMIT X460-G2 POWER SUPPLIES

All Summit X460-G2 series switches are sold a la carte so power supplies and fans must be ordered separately. If redundancy or higher power Power-over-Ethernet plus capability is required, an additional power supply can be installed in the system.

Each power supply has a front-to-back model and an equivalent back-to-front model for air flow control.

Summit 300W AC PSU	Summit 300W AC PSU is compatible with Summit X460-G2-24t/48t/24x/48x switches.
Summit 300W DC PSU	Summit 300W DC PSU is compatible with Summit X460-G2-24t/48t/24x/48x switches.
Summit 715W PoE AC PSU	Summit 715W PoE AC PSU is compatible with Summit X460-G2-24p/48p switches and provides 500 watts of PoE-plus power budget per one supply. When two PSUs are installed, the total PoE-plus power budget becomes 1031 watts.
Summit 1100W PoE AC PSU	Summit 1100W PoE AC PSU is compatible with Summit X460-G2-24p/48p switches and provides 850 watts of PoE-plus power budget per one supply. When two PSUs are installed, the total PoE-plus power budget becomes 1668 watts.

Summit X460-G2 Optional Modules

Summit X460-G2 series switches have two slots, VIM and Timing, to support optional modules that support 10 Gigabit Ethernet, 40Gigabit Ethernet, stacking and timing modules. The VIM slot supports a two-port SFP+ 10 Gigabit Ethernet module, a two-port 10GBase-T Gigabit Ethernet module, a two-port SummitStack module, or a two-port QSFP+ 40 Gigabit Ethernet module. The Timing slot supports a timing module for SyncE and 1588PTP.

VIM MODULES	TIMING MODULES
Summit X460-G2 VIM-2x	Summit X460-G2 TM-CLK
Summit X460-G2 VIM-2t	
Summit X460-G2 VIM-2ss	
Summit X460-G2 VIM-2q	

SUMMIT X460-G2 VIM-2X

2-port 10 Gigabit Ethernet module - provides two SFP+ ports. These two SFP+ ports can support both 10 Gigabit Ethernet SFP+ transceivers and Gigabit Ethernet transceivers.

SUMMIT X460-G2 VIM-2T

2-port 10 Gigabit Ethernet module, provides two 10GBase-T copper ports.

SUMMIT X460-G2 VIM-2SS

SummitStack module has two SummitStack stacking ports, and provides a 40 Gigabit stacking solution. This stacking module offers compatibility with other Extreme Networks stackable switches, which are Summit X440, Summit X460, and Summit X480.

SUMMIT X460-G2 VIM-2Q

2-port 40 Gigabit Ethernet module - provides 2 fully functional QSFP+ ports for uplinks or can be used for SummitStack-V160 providing a 160 Gigabit stacking solution.

SUMMIT X460-G2 TM-CLK

Module required for supporting G.8232 Synchronous Ethernet (SyncE) and ITU 1588 Precision Time Protocol (PTP) - available on all Summit X460-G2

Warranty

- Ltd. Lifetime with eAHR-2
- For warranty details, visit <http://www.extremenetworks.com/go/warranty>

Ordered Empty



**POWER SUPPLIES, FAN TRAY, TIMING MODULES
AND VIMS ARE ORDERED SEPARATELY**

Shipped Empty with
blank panels for 1 PSU
slot, VIM slot & Timing
Module slot



Optional:
Timing Module for
SyncE and 1588 PTP
ordered separately



Optional: VIM Cards
ordered separately

Required: Fan Tray
with Air Flow Direction
ordered separately

Optional:
Redundant/Additive
Power Supply with
Air Flow Direction
ordered separately

Required: First
Power Supply with
Air Flow Direction
ordered separately

Transceiver Support Matrix



Part Numbers		16701, 16702, 16703, 16704, 16705, 16706	16711
		10Gb Front Panel	10Gb SFP+ VIM
10GB TRANSCEIVERS & CABLES			
10301	10GBASE-SR SFP+	Y	Y
10302	10GBASE-LR SFP+	Y	Y
10309	10GBASE-ER SFP+	Y	Y
10303	10GBASE-LRM SFP+	N	Y
10304	10GBASE-CR4 1m	Y	Y
10305	10GBASE-CR4 3m	Y	Y
10306	10GBASE-CR4 5m	N	Y
10307	10GBASE-CR4 10m	N	Y



Part Numbers		16701, 16702, 16703, 16704, 16705, 16706	16711
		10Gb Front Panel	10Gb SFP+ VIM
1GB AND 100MB TRANSCEIVERS			
10051H, 10071H	1000BASE-SX SFP	Y	Y
10052H, 10072H	1000BASE-LX SFP	Y	Y
10053H	1000BASE-ZX SFP	Y	Y
10056H, 10057H	1000BASE-BX-D SFP and BX-U SFP	Y	Y
10064	1000BASE-LX100 SFP	Y	Y
10063	100FX SFP	N	N
10060	100FX/1000LX SFP	N	N
10070H, 10065	10/100/1000BASE-T SFP	1Gb Mode Only	1Gb Mode Only
10067	100BASE-FX SFP	N	N
10066	100BASE-LX10 SFP	N	N
10058, 10059	100BASE-BX-D SFP and BX-U SFP	N	N

Transceiver Support Matrix Cont.



Part Numbers		16701, 16702, 16703, 16704, 16705, 16706	16711
		10Gb Front Panel	10Gb SFP+ VIM
1GB AND 100MB TRANSCEIVERS			
10051H, 10071H	1000BASE-SX SFP	Y	Y
10052H, 10072H	1000BASE-LX SFP	Y	Y
10053H	1000BASE-ZX SFP	Y	Y
10056H, 10057H	1000BASE-BX-D SFP and BX-U SFP	Y	Y
10064	1000BASE-LX100 SFP	Y	Y
10063	100FX SFP	Y	N
10060	100FX/1000LX SFP	Y	N
10070H, 10065	10/100/1000BASE-T SFP	Y	N
10067	100BASE-FX SFP	Y	Y
10066	100BASE-LX10 SFP	Y	Y
10058, 10059	100BASE-BX-D SFP and BX-U SFP	Y	Y



Part Numbers		16716, 16717, 16718, 16719
		1Gb Front Panel
1GB AND 100MB TRANSCEIVERS		
10051H, 10071H	1000BASE-SX SFP	Y
10052H, 10072H	1000BASE-LX SFP	Y
10053H	1000BASE-ZX SFP	Y
10056H, 10057H	1000BASE-BX-D SFP and BX-U SFP	Y
10064	1000BASE-LX100 SFP	Y
10063	100FX SFP	Y
10060	100FX/1000LX SFP	Y
10070H, 10065	10/100/1000BASE-T SFP	1Gb Mode Only
10067	100BASE-FX SFP	Y
10066	100BASE-LX10 SFP	Y
10058, 10059	100BASE-BX-D SFP and BX-U SFP	Y

Ordering Information

NOTE: Power Supplies and fan tray MUST be ordered separately. They are NOT INCLUDED in the base switch model

PART NUMBER	NAME	DESCRIPTION
16701	X460-G2-24t-10GE4-Base-Unit	24 10/100/1000BASE-T, 8 100/1000BASE-X unpopulated SFP (4 SFP ports shared with 10/100/1000BASE-T ports), 4 1000/10GBaseX unpopulated SFP+ ports, Rear VIM Slot (unpopulated), Rear Timing Slot (unpopulated), 2 unpopulated PSU slots, fan module slot (unpopulated)
16702	X460-G2-48t-10GE4-Base-Unit	48 10/100/1000BASE-T, 4 1000/10GBaseX unpopulated SFP+ ports, Rear VIM Slot (unpopulated), Rear Timing Slot (unpopulated), 2 unpopulated PSU slots, fan module slot (unpopulated)
16703	X460-G2-24p-10GE4-Base-Unit	24 10/100/1000BASE-T PoE-plus, 8 100/1000BASE-X unpopulated SFP (4 SFP ports shared with 10/100/1000BASE-T ports), 4 1000/10GBaseX unpopulated SFP+ ports, Rear VIM Slot (unpopulated), Rear Timing Slot (unpopulated), 2 unpopulated PSU slots, fan module slot (unpopulated)
16704	X460-G2-48p-10GE4-Base-Unit	48 10/100/1000BASE-T PoE-plus, 4 1000/10GBaseX unpopulated SFP+ ports, Rear VIM Slot (unpopulated), Rear Timing Slot (unpopulated), 2 unpopulated PSU slots, fan module slot (unpopulated)
16705	X460-G2-24x-10GE4-Base-Unit	24 100/1000BASE-X unpopulated SFP, 8 10/100/1000BASE-T (4 10/100/1000BASE-T ports shared with SFP ports), 4 1000/10GBaseX unpopulated SFP+ ports, Rear VIM Slot (unpopulated), Rear Timing Slot (unpopulated), 2 unpopulated PSU slots, fan module slot (unpopulated)
16706	X460-G2-48x-10GE4-Base-Unit	48 100/1000BASE-X unpopulated SFP, 4 1000/10GBaseX unpopulated SFP+ ports, Rear VIM Slot (unpopulated), Rear Timing Slot (unpopulated), 2 unpopulated PSU slots, fan module slot (unpopulated)
16716	X460-G2-24t-GE4-Base-Unit	24 10/100/1000BASE-T, 8 100/1000BASE-X unpopulated SFP (4 SFP ports shared with 10/100/1000BASE-T ports), 4 1GBase-X unpopulated SFP ports, Rear VIM Slot (unpopulated), Rear Timing Slot (unpopulated), 2 unpopulated PSU slots, fan module slot (unpopulated)
16717	X460-G2-48t-GE4-Base-Unit	48 10/100/1000BASE-T, 4 1GBaseX unpopulated SFP ports, Rear VIM Slot (unpopulated), Rear Timing Slot (unpopulated), 2 unpopulated PSU slots, fan module slot (unpopulated)
16718	X460-G2-24p-GE4-Base-Unit	24 10/100/1000BASE-T PoE-plus, 8 100/1000BASE-X unpopulated SFP (4 SFP ports shared with 10/100/1000BASE-T ports), 4 1GBaseX unpopulated SFP ports, Rear VIM Slot (unpopulated), Rear Timing Slot (unpopulated), 2 unpopulated PSU slots, fan module slot (unpopulated)
16719	X460-G2-48p-GE4-Base-Unit	48 10/100/1000BASE-T PoE-plus, 4 1GBaseX, Rear VIM Slot (unpopulated), Rear Timing Slot (unpopulated), 2 unpopulated PSU slots, fan module slot (unpopulated)
16710	Summit X460-G2 VIM-2q	Optional Virtual Interface Module for the rear of the X460-G2 providing 2 40GBASE-X ports unpopulated QSFP+
16711	Summit X460-G2 VIM-2x	Optional Virtual Interface Module for the rear of the X460-G2 providing 2 1000/10GBASE-X ports unpopulated SFP+
16712	Summit X460-G2 VIM-2t	Optional Virtual Interface Module for the rear of the X460-G2 providing 2 10GBASE-T ports
16713	Summit X460-G2 VIM-2ss	Optional Virtual Interface Module for the rear of the X460-G2 providing 2 ports of Extreme's SummitStack
16715	Summit X460-G2 TM-CLK	Optional Timing Module for the rear of the X460-G2 providing the hardware for SyncE and 1588 PTP clocking with 2 ports of mini-BNC connectors for clocking outputs
16421	Summit X460 Advanced Edge Lic	ExtremeXOS Advanced Edge License for Summit X460 series switches
16422	Summit X460 Core License from Edge Lic	ExtremeXOS Advanced Core License upgrade from Edge License for Summit X460 series switches
16423	Summit X460 Core License from Advanced Edge	ExtremeXOS Advanced Core License upgrade from Advanced Edge License for Summit X460 series switches
16424	Summit X460 MPLS feature pack	ExtremeXOS MPLS Feature Pack for Summit X460 series switches
11011	Direct Attach Feature Pack	Direct Attach Feature Pack
16755	Summit X460-G2 Network Timing Feature Pack	Summit X460-G2 Network Timing Feature Pack
16425	Summit X460 OpenFlow FeaturePack	ExtremeXOS SDN - OpenFlow Feature Pack for Summit X460 series switches
16426	X460 Multimedia(AVB) Feature Pck	ExtremeXOS Multimedia Service (Audio Video Bridging) Feature Pack for Summit X460 series switches
10328	Summit 480/460-G2 3rd Party Optics Lic	ExtremeXOS 3rd Party Optics (40G and 100G) Feature-Pack for Summit X480 and X460-G2
10941	Summit 1100W AC PSU FB	PoE 1100 Watt AC Power Supply module for Summit X460-G2 series switches with Front-to-Back airflow
10942	Summit 1100W AC PSU BF	PoE 1100 Watt AC Power Supply module for Summit X460-G2 series switches with Back-to-Front airflow
10951	Summit 715W AC PSU FB	715W AC Power Supply Module - front to back airflow
10952	Summit 715W AC PSU BF	715W AC Power Supply Module - back to front airflow
10930A	Summit 300W AC PSU XT	300W AC Power Supply module for Summit X460 & E4G-400 Series Switches - Extended Temperature Range from -10 to +50 degrees Celsius - front to back airflow
10943	Summit 300W AC PSU BF	300W AC Power Supply Module - back to front airflow

PART NUMBER	NAME	DESCRIPTION
10933	Summit 300W +24V/-48V DC PSU	300W +24V / -48V DC Power Supply Module for the X460 and the E4G-400 platforms - front to back airflow
10944	Summit 300W DC PSU BF	300W DC Power Supply Module - back to front airflow
10945	Summit X460-G2 fan module FB	Front-to-back airflow fan module for Summit X460-G2 series switches
10946	Summit X460-G2 fan module BF	Back-to-front airflow fan module for Summit X460-G2 series switches
10319	QSFP+ SR4 module	40 Gigabit Ethernet QSFP+ SR4 optical module, MPO connector, 100m link length
10320	QSFP+ 40GBASE-LR4	40 Gigabit Ethernet QSFP+ LR4 optical module, LC connectors, 10km SMF link length
10301	10GBASE-SR SFP+	10GBASE-SR SFP+, 850nm, LC Connector, transmission length of up to 300m on MMF
10302	10GBASE-LR SFP+	10GBASE-LR SFP+, 1310nm, LC Connector, transmission length of up to 10km on SMF
10309	10GBASE-ER SFP+	10GBASE-ER SFP+, 1550nm, LC connector, transmission length of up to 40km on SMF
10303	SFP+ LRM Module	10 Gigabit Ethernet SFP+ module, 1310nm, legacy MMF 220m link, LC connector
10310	SFP+ ZR module	10GBASE-ZR SFP+, 1550nm, LC connector, transmission length up to 80km on SMF
10056H	1000BASE-BX-D BiDi SFP, Hi	1000BASE-BX-D SFP, 1490-nm TX/1310-nm RX wavelength, Industrial Temp
10057H	1000BASE-BX-U BiDi SFP, Hi	1000BASE-BX-U SFP, 1310-nm TX/1490-nm RX wavelength, Industrial Temp
10060	100FX/1000LX SFP	Dual-speed 100 FX / 1000 LX SFP, LC connector
10063	100BASE-FX SFP (1G elec)	100BASE-FX SFP module, MMF 2km link, LC-connector for Fast Ethernet SFP Port, 1G electrical data rate
10067	100Base-FX SFP	100BASE-FX SFP module, MMF 2km link, LC-connector for Fast Ethernet SFP Port
10070H	10/100/1000BASE-T SFP, Hi	10/100/1000BASE-T SFP module, CAT5 cable 100m link, RJ45-connector for Giga Bit Ethernet SFP Port, Industrial Temp
10058	100BASE-BX-D SFP	100M SFP, 100BASE-BX-D, SMF (1550nm TX/1310nm RX wavelength), 100 Mbps bidirectional
10059	100BASE-BX-U SFP	100M SFP, 100BASE-BX-U, SMF (1310nm TX/1550nm RX wavelength), 100 Mbps bidirectional
10071H	1000BASE-SX SFP 10 Pack, Hi	1000BASE-SX SFP 10 Pack, Industrial Temp
10072H	1000BASE-LX SFP 10 Pack, Hi	1000BASE-LX SFP 10 Pack, Industrial Temp
10051H	1000BASE-SX SFP, Hi	1000BASE-SX SFP, MMF 220 & 550 meters, LC connector, Industrial Temp
10053H	1000BASE-ZX SFP, Hi	1000BASE-ZX SFP, SMF 70km, LC connector, Industrial Temp
10071H	1000BASE-SX SFP 10 Pack, Hi	1000BASE-SX SFP 10 Pack, Industrial Temp
10072H	1000BASE-LX SFP 10 Pack, Hi	1000BASE-LX SFP 10 Pack, Industrial Temp
10311	QSFP+ passive copper cable, 0.5M	QSFP+ passive copper cable, 0.5M
10312	QSFP+ passive copper cable, 1.0M	QSFP+ passive copper cable, 1.0M
10313	QSFP+ passive copper cable, 3.0M	QSFP+ passive copper cable, 3.0M
10323	QSFP+ passive copper cable, 5.0M*	QSFP+ passive copper cable, 5.0M
10315	QSFP+ active fiber cable, 10M	QSFP+ active fiber cable, 10M
10316	20m QSFP+ Active Optical Cable	QSFP+ active fiber cable, 20M
10318	QSFP+ active fiber cable, 100M	QSFP+ active fiber cable, 100M
10304	10GBASE-CR SFP+ 1m	10GBASE-CR SFP+ pre-terminated twin-ax copper cable with link lengths of 1m
10305	10GBASE-CR SFP+ 3m	10GBASE-CR SFP+ pre-terminated twin-ax copper cable with link lengths of 3m
10306	10GBASE-CR SFP+ 5m	10GBASE-CR SFP+ pre-terminated twin-ax copper cable with link lengths of 5m
10307	10GBASE-CR SFP+ 10m	10GBASE-CR SFP+ pre-terminated twin-ax copper cable with link lengths of 10m
16106	Stacking Cable, 0.5M	SummitStack/UniStack™ Stacking Cable, 0.5M
16107	Stacking Cable, 1.5M	SummitStack/UniStack Stacking Cable, 1.5M
16108	Stacking Cable, 3.0M	SummitStack/UniStack Stacking Cable, 3.0M
16105	Stacking Cable, 5.0M	SummitStack Stacking Cable, 5.0M

* = data networking, not stacking



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Summit X670-G2 Series

Scalable Advanced 10Gb Aggregation and Data Center Switch with ExtremeXOS™ Modular Operating System

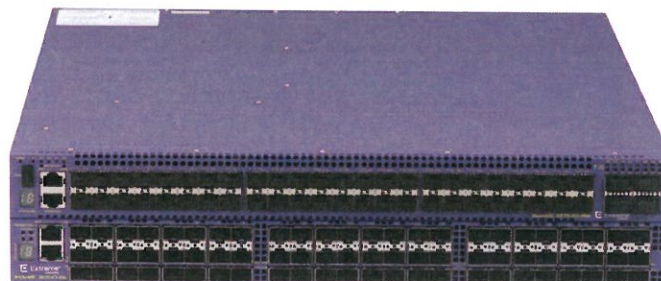
BENEFITS

BUSINESS ALIGNMENT

- X670-G2-48x-4q – 48 ports of 1/10Gb SFP+ with 4 ports of 10/40Gb QSFP+
- X670-G2-72x – 72 ports of 1/10Gb SFP+ in 1 RU form factor

OPERATIONAL EFFICIENCY

- Full ExtremeXOS® feature set supporting switching, routing, SDN, Data Center Bridging, MPLS, and Audio Video Bridging
- SummitStack™ support enables flexible stacking configurations with entire stackable Summit product line
- IEEE 1588 PTP Timing with integrated timing output ports
- All configurations provide non-blocking, line rate performance
- Low latency cut-through mode
- Front-to-Back or Back-to-Front airflow



Product Overview

The Summit X670-G2 product family provides high density 10 Gigabit Ethernet and 40 Gigabit Ethernet switching in a small 1RU form factor. With its versatile design, the Summit X670-G2 provides high density Layer 2/3 10Gb networking with low latency cut-through switching, and IPv4 and IPv6 unicast and multicast routing to enable enterprise aggregation and core backbone deployment in AC-powered and DC-powered environments.

The Summit X670-G2 simplifies network operation with the ExtremeXOS modular operating system (OS), which is used among all Extreme Networks Summit and BlackDiamond Ethernet switches. The high availability ExtremeXOS operating system provides simplicity and ease of operation through the use of one OS everywhere in the network.

The Summit X670-G2 comes in two models:

- X670-G2-48x-4q – 48 ports of 1/10Gb SFP+ with 4 ports of 10/40Gb QSFP+
- X670-G2-72x – 72 ports of 1/10Gb SFP+ in 1 RU form factor

The Summit X670-G2-48x-4q supports four QSFP+ ports of 40 GbE. Each 40 Gigabit Ethernet port can be independently configured as 40 Gigabit Ethernet or 4 x 10 Gigabit Ethernet.

The X670-G2-72x model supports 72 ports of native 1Gb/10Gb SFP+ ports in a single compact system without the requirement to use break-out cables to achieve high density 10Gb connections.

High-Performance Stacking

The Summit X670-G2 supports 4 different methods of stacking: SummitStack-V, SummitStack-V80, SummitStack-V160, and SummitStack-V320.

SummitStack-V—Flexible Stacking Over 10 Gigabit Ethernet

ExtremeXOS supports the SummitStack-V capability using 2 of the native 10 GbE ports on the faceplate as stacking ports, enabling the use of standard cabling and optics technologies used for 10 GbE SFP+, SummitStack-V provides long-distance stacking connectivity of up to 40 km while reducing the cable complexity of implementing a stacking solution. SummitStack-V is compatible

with Summit X440, X460, X460-G2, X480, X670, X670V and X770 switches running the same version of ExtremeXOS. SummitStack-V enabled 10 GbE ports must be physically direct-connected.

SummitStack-V80/V160/V320—Flexible Stacking Over 40 Gigabit Ethernet

The Summit X670-G2-48x-4q also supports high-speed 80Gbps, 160 Gbps, and 320Gbps stacking using QSFP+ ports, which is ideal for demanding applications where a high volume of traffic traverses through the stacking links, yet bandwidth is not compromised through stacking. SummitStack-V80, -V160, and -V320 can support passive copper cables (up to 5m), active multi-mode fiber cable (up to 100m), and QSFP+ optical transceivers for 40 GbE up to 10km. With SummitStack, the Summit X670-G2-48x-4q provides a flexible stacking solution inside the data center or central office to create a virtualized switching infrastructure across rows of racks.

Intelligent Switching and MPLS/H-VPLS Support

Summit X670-G2 supports sophisticated and intelligent Layer 2 switching, as well as Layer 3 IPv4/IPv6 routing including policy-based switching/routing, Provider Bridges, bidirectional ingress and egress Access Control Lists, and bandwidth control by 8 Kbps granularity both for ingress and egress.

To provide scalable network architectures used mainly for Carrier Ethernet network deployment, Summit X670-G2 supports MPLS LSP-based Layer 3 forwarding and Hierarchical VPLS (H-VPLS) for transparent LAN services. With H-VPLS, transparent Layer 3 networks can be extended throughout the Layer 3 network cloud by using a VPLS tunnel between the regional transparent LAN services typically built by Provider Bridges (IEEE 802.1ad) technology

1588 Precision Time Protocol (PTP)

Summit X670-G2 offers Boundary Clock (BC), Transparent Clock (TC), and Ordinary Clock (OC) for synchronizing phase and frequency and allowing the network and the connected devices to be synchronized down to microseconds of accuracy over Ethernet connection.

Audio Video Bridging (AVB)

The X670-G2 series supports IEEE 802.1 Audio Video Bridging to enable reliable, real-time audio/video transmission over Ethernet. AVB technology delivers the quality of service required for today's high-definition and time-sensitive multimedia streams.

Low Latency Switching for Cluster Computing

Summit X670-G2 can achieve latency less than 600 nanoseconds and supports cut-through switching for latency-sensitive cluster computing.

GREEN DESIGN - LOW POWER CONSUMPTION WITH OPTIMIZED COOLING OPTIONS

The Summit X670-G2 series is designed to be environmentally green. System power consumption is very low at both high-load and idle situations through the power-efficient hardware design. The power supplies are also highly efficient, which minimizes the loss of power and unnecessary heat generated by the power supply. Summit X670-G2 series switches can be used in AC or DC powered environments.

DESIGNED FOR CLOUD DATA CENTERS - VEPA, XNV, DCB, OPENFLOW, OPENSTACK

Summit X670-G2 has a variety of features that fit your data center needs:

DIRECT ATTACH (VEPA)

With the optional feature pack, Summit X670-G2 switches can support Direct Attach (VEPA), which eliminates the virtual switch layer, simplifying the network and improving performance. Direct Attach enables data center simplification by reducing network tiers from 4 or 5 tiers to just 3 or 2 tiers, depending on the size of the data center.

EXTREMEXOS NETWORK VIRTUALIZATION (XNV)

To further enhance data center operations, Summit X670-G2 switches support XNV (ExtremeXOS Network Virtualization), which is natively supported in the ExtremeXOS operating system and is a licensable feature pack for Ridgeline, a network and service management application, sold separately. XNV provides insight, control and automation for virtualized data centers.

DATA CENTER BRIDGING (DCB)

The Summit X670-G2 series supports Data Center Bridging features such as Priority Flow Control (PFC), Enhanced Transmission Selection (ETS) and Data Center Bridging eXchange (DCBX) for data center convergence.

PFC

Summit X670-G2 switches support Priority-based Flow Control (PFC, or IEEE 802.1Qbb), which allows network traffic to be controlled independently based on Class of Service. PFC allows network traffic that requires lossless throughput to be prioritized, while other traffic types that do not require or perform better without PFC can continue as normal.

SOFTWARE DEFINED NETWORKING (SDN) OPENFLOW

ExtremeXOS implementations of OpenFlow APIs allow an external OpenFlow-based SDN controller to access and control the forwarding plane of ExtremeXOS network devices. ExtremeXOS-based switches offer a programming interface through OpenFlow to enable a high degree of automation in provisioning network services for many upper layer businesscritical applications running the OpenFlow-based SDN controller.

OPENSTACK

ExtremeXOS-based switches also allow for integration with the OpenStack open source cloud computing platform for public and private clouds through the Extreme Networks Quantum plugin. The plugin provides a scalable, automated, rich API-driven system that enables networking-as-a-service model managing data center interconnect solutions and large multitenant networks.

VIRTUAL ROUTERS

In a virtualized environment there is a requirement to support multiple tenants. In an effort to isolate tenants from each other, logical separation is established at Layer 3 and Layer 2 level. ExtremeXOS supports multiple, isolated Layer 3 forwarding domains by way of Virtual Routers.

ENTERPRISE CORE CLASS SCALABILITY

The Summit X670-G2 series offers more cost-effective 10 Gigabit Ethernet switches, for both small-sized core backbone and traditional three-tier network architectures. Summit X670-G2 series can support 10 Gigabit Ethernet campus aggregations with its core class routing and switching scalability.

ONE OPERATING SYSTEM

Extreme Networks simplifies network operation by offering one common OS – ExtremeXOS – throughout the BlackDiamond and Summit portfolio. From 10/100 Mbps switching products such as Summit X430 and Summit X440 to the multi-10 gigabit core backbone BlackDiamond modular chassis switches, all switches can run the same version of the OS, which helps deploy, operate and maintain your entire network and reduce operating costs.

Modular Operating System for Non-Stop Operation

LOADABLE SOFTWARE MODULES

The modular design of the ExtremeXOS OS allows the adding or upgrading of individual software modules dynamically without requiring a system reboot, leading to higher availability in the network.

PREEMPTIVE MULTITASKING AND PROTECTED MEMORY

Summit X670-G2 series switches allow each of many applications— such as Open Shortest Path First (OSPF) and Spanning Tree Protocol (STP)—to run as separate OS processes that are protected from each other. This drives increased system integrity and inherently protects against cross-platform DoS attacks.

PROCESS MONITORING AND RESTART

ExtremeXOS increases network availability using process monitoring and restart. Each independent OS process is monitored in real time. If a process becomes unresponsive or stops running, it can be automatically restarted.

Rich OAM Suite – CFM, Y.1731, BFD

Summit X670-G2 series switches supports a rich suite of protocols to help with Operations, Administration and Maintenance. Connectivity Fault Management (CFM) allows detection, verification, and isolation of connectivity failures in virtual bridged LAN. Y.1731 is largely similar to CFM but also supports performance management by way of frame delay and frame delay variation measurements. Bidirectional Forwarding Detection (BFD) is a hello protocol that provides the rapid detection of failures in the forwarding path and helps the separation of control plane connectivity from forwarding plane connectivity. By having multiple control plane protocols like OSPF or MPLS rely on BFD to detect forwarding plane connectivity failures, network operators can benefit from simpler network profiling and planning, and consistent and predictable re-convergence times.

MPLS

On the Summit X670-G2 series switches MPLS can be enabled, if needed, by way of an optional feature pack. MPLS provides the ability to implement traffic engineering and multi-service networks, and improve network resiliency. The MPLS protocol suite provides the ability to deploy services based on L2VPNS (VPLS/VPWS), BGP-based L3VPNS; LSP Establishment based on LDP, RSVP-TE, Static provisioning; Integrated OAM tools like VCCV, BFD and CFM; And MPLS Fast Reroute to support rapid local convergence around network failures.

High Availability Network Protocols

ETHERNET AUTOMATIC PROTECTION SWITCHING (EAPS)

EAPS allows the IP network to provide the level of resiliency and uptime that users expect from their traditional voice network. EAPS is more adaptable than Spanning Tree or Rapid Spanning Tree protocols and can achieve sub-second recovery that delivers consistent failover regardless of the number of VLANs, network nodes or network topology in Extreme Networks-recommended configurations. EAPS functionality increases network recovery time, which results in significant reduction in Voice-over IP call drop rates and improvement in digital video performance in supported solution configurations.

SPANNING TREE/RAPID SPANNING TREE PROTOCOLS

Summit X670-G2 supports Spanning Tree (802.1D), Per VLAN Spanning Tree (PVST+), Rapid Spanning Tree (802.1w) and Multiple Instances of Spanning Tree (802.1s) protocols for Layer 2 resiliency.

SOFTWARE-ENHANCED AVAILABILITY

Software-enhanced availability allows users to remain connected to the network even if part of the network infrastructure is down. Summit X670-G2 continuously checks for problems in the uplink connections using advanced Layer 3 protocols such as OSPF, VRRP and Extreme Standby Router Protocol (ESRP, supported in Layer 2 or Layer 3), and dynamically routes traffic around the problem.

EQUAL COST MULTIPATH

Equal Cost Multipath (ECMP) routing allows uplinks to be load balanced for performance and cost savings while also supporting redundant failover. If an uplink fails, traffic is automatically routed to the remaining uplinks and connectivity is maintained.

LINK AGGREGATION (802.3AD)

Link aggregation allows trunking of up to 32 links on a single logical connection, for up to 320 Gbps of redundant bandwidth per logical connection.

MULTI-SWITCH LAG (M-LAG)

M-LAG can address bandwidth limitations and improve network resiliency, in part by routing network traffic around bottlenecks, reducing the risks of a single point of failure, and allowing load balancing across multiple switches.

HARDWARE REDUNDANCY

Summit X670-G2 series switches support a dual redundant AC/DC power supply to provide high availability. The power supply can be hot-swapped and replaced should it fail. Summit X670-G2 also supports standardized N+1 redundant hot-swappable fan units.

Robust IP and MAC Security Framework

MEDIA ACCESS CONTROL (MAC) LOCKDOWN

MAC security allows the lockdown of a port to a given MAC address and limiting the number of MAC addresses on a port. This capability can be used to dedicate ports to specific hosts or devices such as VoIP phones or printers and avoid abuse of the port—a capability that can be especially useful in environments such as hotels. In addition, an aging timer can be configured for the MAC lockdown, protecting the network from the effects of attacks using (often rapidly) changing MAC addresses.

IP SECURITY

ExtremeXOS IP security framework helps protect the network infrastructure, network services such as DHCP and DNS and host computers from spoofing and man-in-the-middle attacks. It also protects the network from statically configured and/or spoofed IP addresses and builds an external trusted database of MAC/ IP/port bindings providing the traffic's source from a specific address for immediate defense.

IDENTITY MANAGEMENT

Identity Manager allows network managers to track users who access their network. User identity is captured based on NetLogin authentication, LLDP discovery and Kerberos snooping. ExtremeXOS uses the information to then report on the MAC, VLAN, computer hostname, and port location of the user. Further, Identity Manager can create both roles and policies, and then bind them together to create role-based profiles based on organizational structure or other logical groupings, and apply them across multiple users to allow appropriate access to network resources. In addition, support for Wide Key ACLs further improves security by going beyond the typical source/destination and MAC address as identification criteria access mechanism to provide filtering capabilities.

Threat Detection and Response

CLEAR-FLOW SECURITY RULES ENGINE

CLEAR-Flow Security Rules Engine provides first-order threat detection and mitigation, and mirrors traffic to security appliances for further analysis of suspicious traffic in the network.

SFLOW

Summit X670-G2 series supports hardware-based sFlow® sampling that provides the ability to sample application-level traffic flows on all interfaces simultaneously.

PORT MIRRORING

To allow threat detection and prevention, Summit X670-G2 supports many-to-one and one-to-many port mirroring. This allows the mirroring of traffic to an external network appliance such as an intrusion detection device for trend analysis or for utilization by a network administrator for diagnostic purposes. Port mirroring can also be enabled across switches in a stack.

LINE-RATE INGRESS AND EGRESS ACLS

ACLs are one of the most powerful components used in controlling network resource utilization as well as in protecting the network. Summit X670-G2 series supports up to 4,096 ingress ACLs and 1,024 egress ACLs per system based on Layer 2-, 3- or 4-header information such as the MAC or IP source/ destination address. ACLs are used for filtering the traffic, as well as classifying the traffic flow to control bandwidth, priority, mirroring, and policy-based routing/switching.

DENIAL OF SERVICE PROTECTION

Summit X670-G2 series effectively handles Denial of Service (DoS) attacks. If the switch detects an unusually large number of packets in the CPU input queue, it assembles ACLs that automatically stop these packets from reaching the CPU. After a period of time these ACLs are removed, and reinstalled if the attack continues. ASIC-based LPM routing eliminates the need for control plane software to learn new flows, allowing more network resilience against DoS attacks.

SECURE AND COMPREHENSIVE NETWORK MANAGEMENT

As the network becomes a foundation of the enterprise application, network management becomes an important piece of the solution. Summit X670-G2 supports comprehensive network management through Command Line Interface (CLI), SNMP v1, v2c, v3, and ExtremeXOS ScreenPlay embedded XML-based Web user interface. With a variety of management options and consistency across other Extreme Networks modular and stackable switches, Summit X670-G2 series switches provide ease of management for demanding converged applications. Extreme Networks has developed tools that simplify and help in efficiently managing your network. Ridgeline network and service management provides fault, configuration, accounting, performance and security functions, allowing more effective management of Extreme Networks products, solutions and thirdparty devices in a converged network.

Supported Protocols and Standards

A list of supported protocols and standards is available on the

Extreme Networks website at:

<http://www.extremenetworks.com/go/xos>

GENERAL SPECIFICATIONS
PERFORMANCE AND SCALE
Summit X670-G2-48x-4q - 1280Gbps switch bandwidth, 952Mpps forwarding rate
Summit X670-G2-72x - 1440Gbps switch bandwidth, 1071Mpps forwarding rate
9216 Byte maximum packet size (Jumbo Frame)
Store-and-Forward and Cut-Through switching support
Less than 600 nanoseconds latency
128 load sharing trunks, up to 32 members per trunk
4096 VLANs (Port, Protocol, IEEE 802.1Q)
4096 ingress and 1024 egress ACL rules per switch
FORWARDING TABLES
Layer 2 / MAC Addresses: 288K
IPv4 Host Addresses: 136K
IPv4 LPM Entries: 16K
IPv6 Host Addresses: 48K
IPv6 LPM Entries: 8K
CPU, MEMORY
1GHz 64-bit CPU
2GB DDR3 ECC SDRAM
4GB eMMC Flash Memory
QOS, RATE LIMITING
4096 ingress bandwidth meters and 1024 egress meters
Ingress and egress bandwidth policing/rate limiting per flow/ACL
8 QoS egress queues/port
Egress bandwidth rate shaping per egress queue and per port
Rate Limiting Granularity: 8 Kbps - 1Mbps
LED INDICATOR
Per port status LED including power status
System Status LEDs: management, fan and power
EXTERNAL PORTS - X670-G2-48X-4Q
48 ports 10GBASE-X SFP+ (1Gb/10Gb dual speed)
4 ports 40GBASE-X QSFP+ (10G/40G dual speed)
One RJ-45 RS-232c Serial port (control port)
One 10/100/1000BASE-T out-of-band management port
EXTERNAL PORTS - X670-G2-72X
72 ports 10GBASE-X SFP+ (1Gb/10Gb dual speed)
One RJ-45 RS-232c Serial port (control port)
One 10/100/1000BASE-T out-of-band management port
POWER SUPPLY SUPPORT
Summit 550W AC PSU - Front-Back and Back-Front airflow options
Summit 550W DC PSU - Front-Back and Back-Front airflow options

PHYSICAL SPECIFICATIONS
SUMMIT X670-G2-48X-4Q
Height: 1.73 Inches/4.4 cm
Width: 17.4 Inches/44.1 cm
Depth: 19.2 Inches/48.7 cm
Weight: 12.85 lbs/5.83 kg
SUMMIT X670-G2-72
Height: 1.73 Inches/4.4 cm
Width: 17.4 Inches/44.1 cm
Depth: 19.2 Inches/48.7 cm
Weight: 15.42 lbs/7.0 kg
SUMMIT X670 FAN MODULE
Height: 1.65 Inches/4.2 cm
Width: 1.65 Inches/4.2 cm
Depth: 3.98 inches /10.1 cm
Weight: 0.357 lbs/0.162 kg
OPERATING SPECIFICATIONS
Operating Temperature Range: 0° C to 45° C (32° F to 113° F)
Operating Humidity: 10% to 95% relative humidity, non-condensing
Operating Altitude: 0-3,000 meters (9,850 feet)
Operational Shock (Half Sine): 30 m/s ² (3 g), 11ms, 60 Shocks
Operational Random Vibration: 3-500 MHz @ 1.5g rms
STORAGE AND TRANSPORTATION (PACKAGED)
Transportation Temperature: -40° C to 70° C (-40° F to 158° F)
Humidity: 10% to 95% RH, non-condensing
Packaged Shock (Half Sine): 180 m/s ² (18 G), 6ms, 600 shocks
Packaged Sine Vibration: 5-62 Hz @ Velocity 5mm/s, 62-500 Hz @ 0.2G
Packaged Random Vibration: 5-20 Hz @ 1.0 ASD w/-3dB/oct. from 20-200 Hz
14 drops min on sides & corners @ 42" (<15 kg box)
REGULATORY/SAFETY
NORTH AMERICAN SAFETY OF ITE
UL 60950-1 2nd Ed, 2011-12-19, Listed Device (U.S.)
CSA 22.2 #60950-1-07 2nd Ed, 2011-12. (Canada)
Complies with FCC 21CFR 1040.10 (U.S. Laser Safety)
CDRH Letter of Approval (U.S. FDA Approval)
EUROPEAN SAFETY OF ITE
EN 60950-1:2006 2nd Ed. TUV-R GS
EN 60825-1:2007 (Lasers Safety)
2006/95/EC Low Voltage Directive
INTERNATIONAL SAFETY OF ITE
CB Report & Certificate per IEC 60950-1:2005 2nd Ed., + National Differences
AS/NZS 60950-1 (Australia/New Zealand)

EMI/EMC STANDARDS
NORTH AMERICA EMC FOR ITE
FCC CFR 47 part 15 Class A (U.S.A.)
ICES-003 Class A (Canada)
EUROPEAN EMC STANDARDS
EN 55022:2010 Class A
EN 55024:12020
Class A includes IEC 61000-4-2, 3, 4, 5, 6, 11
EN 61000-3-2:2006+A2:2009 (Harmonics)
EN 61000-3-3: 2008 (Flicker)
ETSI EN 300 386 v1.6.1, 2012-09 (EMC Telecommunications)
2004/108/EC EMC Directive
INTERNATIONAL EMC CERTIFICATIONS
CISPR 22: 2008, (Ed 6.0) Class A (International Emissions)
CISPR 24:2010 Class A (International Immunity)
IEC/EN 61000-4-2:2009 Electrostatic Discharge, 8kV Contact, 15 kV Air, Criteria A
IEC/EN 61000-4-3:2006+A1: 2008+A2:2010, Radiated Immunity, 80-2500MHz, 5-20V/m, Criteria A
EN 55024:1998+A1:2001+A2:2003 Class A (International Immunity)
IEC/EN 61000-4-4:2012 Transient Burst, 2 kV, Criteria A
IEC/EN 61000-4-5:2006 Surge, 2 kV L-L, 4 kV L-G, Level 3, Criteria A
IEC/EN 61000-4-6:2009 Conducted Immunity, 0.15-80 MHz, 10V/m unmod. RMS, Criteria A
IEC/EN 61000-4-11:2004 Power Dips & Interruptions, >30%, 25 periods, Criteria C
COUNTRY SPECIFIC
VCCI:2003-04, Class A (Japan Emissions)
ACMA (C-Tick) (Australia emissions)
BSMI (Taiwan EMC)
CCC Mark (China)
KCC Mark EMC (Korea)
TELECOM STANDARDS
EN/ETSI 300 386:2008 (EMC Telecommunications)
EN/ETSI 300 019 (Environmental for Telecommunications)
IEEE 802.3 MEDIA ACCESS STANDARDS
IEEE 802.3ab 1000BASE-T
IEEE 802.3z 1000BASE-X
IEEE 802.3ae 10GBASE-X
IEEE 802.3ba 40GBASE-X
ENVIRONMENTAL STANDARDS
EN/ETSI 300 019-2-1 v2.1.2 (2000-09) - Class 1.2 Storage
EN/ETSI 300 019-2-2 v2.3.1 (2013-04) - Class 2.3 Transportation
EN/ETSI 300 019-2-3 v2.3.1 (2013-04) - Class 3.1e Operational
EN/ETSI 300 753 (1997-10) - Acoustic Noise
ASTM D3580 Random Vibration Unpackaged 1.5G

POWER SUPPLY SPECIFICATIONS
SUMMIT 550W AC PSU
PHYSICAL SPECIFICATIONS
Height: 1.57 inches (4.0 cm)
Width: 3.07 inches (7.8 cm)
Depth: 13.31 Inches (33.8 cm)
Weight 3.64 lb (1.65 kg)
POWER SPECIFICATIONS
Voltage input range 90 to 264 V
Nominal input ratings 100 to 240 V, 50 to 60 Hz, 8 A
Nominal input current at full loads
• 7.5 A @ 90 V (low-line)
• 3.7 A @ 230 V (high-line)
Line frequency range 47 to 63 Hz
Maximum inrush current 15 A
Output 12 V, 45 A max, 540 Watts 3.3 V, 3 A max, 9.9 Watts
Maximum continuous DC output shall not exceed 550 Watts
Power supply input socket IEC 320 C14
Power cord input plug IEC 320 C13
Power supply cord gauge 18 AWG (0.75 mm2) up to 6 feet or 2 meters or 16 AWG (1.0 mm2) over 6 feet
Efficiency 84% typical at full load, high line
SUMMIT 550W DC PSU
PHYSICAL SPECIFICATIONS
Height: 1.57 inches (4.0 cm)
Width: 3.07 inches (7.8 cm)
Depth: 13.31 Inches (33.8 cm)
Weight 2.58 lb (1.17 kg)
POWER SPECIFICATIONS
Nominal Input -48 to -60 VDC, 24 A
DC Voltage Input Range -35 to -75 V
Inrush Current 21A peak
Minimum wire size 14 AWG (1.5 mm2) copper stranded
DC Output 12 V , 45 A/3.3 V, 3 A
DC Output Power (W) 550 W

Power Consumption

SWITCH MODEL	MINIMUM HEAT DISSIPATION	MINIMUM POWER CONSUMPTION	MAXIMUM HEAT DISSIPATION	MAXIMUM POWER CONSUMPTION
Summit X670-G2-48x-4q	325 BTU/hr	95 W	768 BTU/hr	225 W
Summit X670-G2-72x	325 BTU/hr	95 W	939 BTU/hr	275 W

SWITCH MODEL	ACOUSTIC INFORMATION	
Summit X670-G2-48x-4q	Dual 550W AC PS with Front to Back (FB) air flow	
	Bystander Sound Pressure* • 60.2 dB(A), 0°C to 45°C	Declared Sound Power (LWAd)** • 7.3 bels, 0°C to 45°C
	Dual 550W DC PS with Front to Back (FB) air flow	
	Bystander Sound Pressure* • 61.3 dB(A), 0°C to 45°C	Declared Sound Power (LWAd)** • 7.4 bels, 0°C to 45°C
	Dual 550W AC PS with Back to Front (BF) air flow	
	Bystander Sound Pressure* • 58.3 dB(A), 0°C to 35°C • 70.1 dB(A), 45°C	Declared Sound Power (LWAd)** • 7.0 bels, 0°C to 35°C • 8.4 bels, 45°C
Summit X670-G2-72x	Dual 550W DC PS with Back to Front (BF) air flow	
	Bystander Sound Pressure* • 55.0 dB(A), 0°C to 35°C • 68.8 dB(A), 45°C	Declared Sound Power (LWAd)** • 6.5 bels, 0°C to 35°C • 8.1 bels, 45°C
	Dual 550W AC PS with Front to Back (FB) air flow	
	Bystander Sound Pressure* • 58.9 dB(A), 0°C to 35°C • 62.5 dB(A), 45°C	Declared Sound Power (LWAd)** • 7.3 bels, 0°C to 35°C • 7.6 bels, 45°C
	Dual 550W DC PS with Front to Back (FB) air flow	
	Bystander Sound Pressure* • 58.5 dB(A), 0°C to 35°C • 62.4 dB(A), 45°C	Declared Sound Power (LWAd)** • 7.3 bels, 0°C to 35°C • 7.6 bels, 45°C
	Dual 550W AC PS with Back to Front (BF) air flow	
	Bystander Sound Pressure* • 59.8 dB(A), 0°C to 35°C • 72.6 dB(A), 45°C	Declared Sound Power (LWAd)** • 7.3 bels, 0°C to 35°C • 8.2 bels, 45°C
	Dual 550W DC PS with Back to Front (BF) air flow	
	Bystander Sound Pressure* • 56.4 dB(A), 0°C to 35°C • 73.0 dB(A), 45°C	Declared Sound Power (LWAd)** • 6.7 bels, 0°C to 35°C • 8.3 bels, 45°C

* Bystander Sound Pressure is presented only for comparison to other products.

**Declared Sound Power is presented in accordance with ISO-7779:2010(E), ISO 9296:2010 per ETSI/EN 300 753:2012-01

Supported System Configurations

Fan modules and power supplies must be ordered with all base models. A full complement of fan modules is required. A single power supply is required with an optional second power supply for redundancy. AC and DC power supplies can be mixed in a system. Air flow direction of fan modules and power supplies must match.

Base Model	FAN MODULES		AC POWER SUPPLIES		DC POWER SUPPLIES	
	17111 X670 fan module Front-Back	17112 X670 fan module Back-Front	10925 550W AC PSU Front- Back	10927 550W AC PSU Back-Front	10926 550W DC PSU Front-Back	10928 550W DC PSU Back- Front
17310 Summit X670-G2-48x-4q- Base-Unit	3		1 or 2			
					1 or 2	
			1		1	
		3		1 or 2		
						1 or 2
				1		1
17300 Summit X670-G2-72x-Base- Unit	5		1 or 2			
					1 or 2	
			1		1	
		5		1 or 2		
						1 or 2
				1		1

Warranty

- One Year
- For warranty details, visit <http://www.extremenetworks.com/go/warranty>

Ordering Information

PART NUMBER	PRODUCT NAME	PRODUCT DESCRIPTION
17300	Summit X670-G2-72x-Base-Unit	72 10GBASE-X SFP+, ExtremeXOS Advanced Edge License, unpopulated dual PSU power slot and 5 unpopulated fan airflow slots
17310	Summit X670-G2-48x-4q-Base-Unit	48 10GBASE-X SFP+ and 4 40GBASE-X QSFP+, ExtremeXOS Advanced Edge License, unpopulated dual PSU power slot , and 3 unpopulated fan airflow slots
17111	Summit X670 fan module FB	Fan module for Summit X670 series switches, Front-to-Back airflow
17112	Summit X670 fan module BF	Fan module for Summit X670 series switches, Back-to-Front airflow
10925	Summit 550W AC PSU FB	550W AC Power Supply module for Summit switches, Front-to-Back airflow
10926	Summit 550W DC PSU FB	550W DC Power Supply module for Summit switches, Front-to-Back airflow
10927	Summit 550W AC PSU BF	550W AC Power Supply module for Summit switches, Back-to-Front airflow
10928	Summit 550W DC PSU BF	550W DC Power Supply module for Summit switches, Back-to-Front airflow
17131	Summit X670 Series Core License	Summit X670 Series Core License
17133	Summit X670 MPLS Feature Pck	Summit X670 MPLS Feature Pack
17134	Summit X670 OpenFlow FeaturePack	ExtremeXOS SDN - OpenFlow Feature Pack for Summit X670 series switches
17135	X670 AVB	ExtremeXOS Audio Video Bridging Feature Pack for Summit X670 series switches
17136	X670-G2 Timing 1588 PTP	ExtremeXOS Network Timing Feature Pack for Summit X670-G2 - enables 1588v2 PTP (Precision Time Protocol)
11011	Direct Attach Feature Pack	Direct Attach Feature Pack
16499	Summit X670-3rd Party Optics License	ExtremeXOS 3rd Party Optics (40G and 100G) Feature-Pack for Summit X670
10319	QSFP+ SR4 module	40 Gigabit Ethernet QSFP+ SR4 optical module, MPO connector, 100m MMF link length
10320	QSFP+ LR4 module	40 Gigabit Ethernet QSFP+ LR4 optical module, LC connectors, 10km SMF link length
10311	QSFP+ passive copper cable, 0.5M	40 Gigabit Ethernet QSFP+ passive copper cable assembly, 0.5m length.
10312	QSFP+ passive copper cable, 1.0M	40 Gigabit Ethernet QSFP+ passive copper cable assembly, 1m length.
10313 ¹	QSFP+ passive copper cable, 3.0M	40 Gigabit Ethernet QSFP+ passive copper cable assembly, 3m length.
10323 ¹	QSFP+ passive copper cable, 5.0M	40 Gigabit Ethernet QSFP+ passive copper cable assembly, 5m length.
10315	10m QSFP+ Active Optical Cable	40 Gigabit Ethernet QSFP+ active optical cable assembly, 10m length.
10316	20m QSFP+ Active Optical Cable	40 Gigabit Ethernet QSFP+ active optical cable assembly, 20m length.
10318	100m QSFP+ Active Optical Cable	40 Gigabit Ethernet QSFP+ active optical cable assembly, 100m length.
10321	QSFP+ - 4xSFP+ fan-out cbl, 3m	QSFP+ to 4 x SFP+ fan-out copper cable, 3m
10301	SR SFP+ module	10GBASE-SR SFP+, 850nm, LC Connector, transmission length of up to 300m on MMF
10302	LR SFP+ module	10GBASE-LR SFP+, 1310nm, LC Connector, transmission length of up to 10km on SMF
10309	ER SFP+ module	10GBASE-ER SFP+, 1550nm, LC Connector, transmission length of up to 40km on SMF
10310	ZR SFP+ module	10GBASE-ZR SFP+, 1550nm, LC connector, transmission length up to 80km on SMF
10304	SFP+ Cable Assembly 1M	10GBASE-CR SFP+ pre-terminated twin-ax copper cable with link lengths of 1m

PART NUMBER	PRODUCT NAME	PRODUCT DESCRIPTION
10305	SFP+ Cable Assembly 3M	10GBASE-CR SFP+ pre-terminated twin-ax copper cable with link lengths of 3m
10306 ¹	SFP+ Cable Assembly 5M	10GBASE-CR SFP+ pre-terminated twin-ax copper cable with link lengths of 5m
10051H	1000BASE-SX SFP, Hi	1000BASE-SX SFP, MMF 220 & 550 meters, LC connector, Industrial Temp
10052H	1000BASE-LX SFP, Hi	1000BASE-LX SFP, MMF 220 & 550 meters, SMF 10km, LC connector, Industrial Temp
10053H	1000BASE-ZX SFP, Hi	1000BASE-ZX SFP, SMF 70km, LC connector, Industrial Temp
10070H ²	10/100/1000BASE-T SFP, Hi	10/100/1000BASE-T SFP module, CAT5 cable 100m link, RJ45-connector for Giga Bit Ethernet SFP Port, Industrial Temp

1 - Not supported for SummitStack links

2 - Only 1Gb speed supported with 10070H when used with X670-G2

POWER CORDS
In support of the Extreme Networks Green Initiatives, power cords can be ordered separately but need to be specified at the time order. Please refer to www.extremenetworks.com/product/powercords/ for details on power cord availability for this product.



<http://www.extremenetworks.com/contact> / Phone +1-408-579-2800

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CONTRACT FOR SERVICES AND/OR PRODUCTS FOR **E-RATE YEAR 2015-2016**

PC Solutions "Provider"

Gadsden County Schools "Applicant"

Company Name: PC Solutions
Contact Name: Viv Gordon
SPIN: 143035405
Address: 113 South Monroe St
City, State, Zip: Tallahassee, FL 32301
Phone Number: 850-391-2896

The **Applicant** and **Provider** sign this document for the purchase of eligible equipment and services as described on the attachment to this letter as part of the E-Rate Year 2015 effort. Provider was selected based on Provider's response to Applicant's RFP or on the basis of a qualifying Form 470. Applicant intends to file a Funding Request Form 471 with the Universal Services Administrative Company (USAC), Schools and Libraries Division (SLD) E-Rate Program for eligible equipment and services based upon Provider's proposal.

The purchase and providing of the eligible equipment and services described are expressly subject to, and conditioned on, satisfaction of all of the following conditions:

- (i) USAC approval of Applicant's request for funding through a formal Funding Commitment Decision Letter;
- (ii) Applicant's formal acceptance of the USAC approved funding; and
- (iii) Board Approval as required

Provider agrees to abide by all terms and conditions of the Universal Service Act of 1996 as implemented by the SLD E-Rate Discount Program in the procurement, delivery, installation, invoicing and all other transactions associated with the project. The term of this contract shall commence on **July 1, 2015** and shall terminate on **June 30, 2016**. Total costs of the goods and services shall not exceed **\$1,047,121.73** (SLD Pre-Discounted Amount).

For Service Provider:

SPIN: 143035405

Signature: _____

Printed Name: _____

Title: _____

Date: _____

For Applicant:

Signature: _____

Print Name: _____

Title: _____

Date: March 24, 2015

Official use only

Applied Com-Tek LLC
FKA Applied Communication Technology.
24351 Lanier st. Tallahassee, Fl 32351
(850)508-1641 fax (850)574-6562
USAC SPIN# 143019087

Febuary1, 2015

Response to Gadsden E-rate Yr2015-16

We are submitting the following 2 bids:

>Section Three upgrade Internal Connections

School by School cost breakdown is attached.

>Section Four Basic Maintenance of internal connections.

*** PLEASE REVIEW INCLUSION/EXCLUSION STATEMENT.**

Section Three

Upgrade internal connections - - - - - \$877,000.00

Section Four

Basic Maintenance contract on all eligible network infrastructure.

- - - - - \$55.00 hr.

Applied Com-Tek LLC, FKA Applied communication Technology has been an E-rate service provider for the Gadsden County School Board for 13+ years and all information is on file with the School Board. All company employees have current level 2 security clearance.

***INCLUSION/EXCLUSION STATEMENT:**

INCLUSIONS: (section four)

Labor to maintain CURRENT equipment, jacks, patch cords, racks, cat5/6 cabling as required. This is labor only, does not include parts and materials.

EXCLUSIONS: Repair or replacement of any active devices such as switches, fiber switches, power supply's, UPS devices. Relocation of cable or backbone paths, or damage due to fire, Vandalism, or "acts of God"

INCLUSIONS: (section three)

Installation of CAT6 cabling, raceway as required, 50.125 fiber backbone, racks and other hardware required.

EXCLUSIONS:

Switches, fiber switches, UPS or any other active devices.

Per campus price RFP:

➤ Havana Middle School	\$94,000.00
➤ Chattahoochee Elementary	\$78,000.00
➤ George W Monroe	\$160,000.00
➤ East Gadsden High	\$208,000.00
➤ West Gadsden High	\$ 94,000.00
➤ Stewart Street Elementary	\$125,000.00
➤ Gadsden Elementary Magnet	\$ 56,000.00
➤ Gadsden Technical Inst.	\$ 62,000.00

Thank you for the opportunity to respond to Yr2015-16 E-rate RFB

A handwritten signature in black ink, appearing to read 'William Mapoles', is written over a horizontal dashed line.

William Mapoles
Senior Partner/owner
Applied Com-Tek LLC

RFP Memorandum of Understanding

To: Gadsden County Board of Education

Vendor: # A1042

Name of Firm: Applied Com-Tek dba Applied Communication Tech

Mailing Address 24351 Lanier St.

Tallahassee, FL 32310
City, State, Zip Code

Having carefully examined the request for proposal documents prepared by the Gadsden County Board of Education and together with such addenda, if any, as listed hereafter, the undersigned hereby proposes and agrees to provide all components as specified in the attached Proposal Schedule, these sheets being a part of the Proposal, for unit prices and totals shown.

The Undersigned agrees that the unit prices quoted on the Technology Specifications attached hereto shall govern in the event error in totals, and further agrees that, should quantities of items be changed prior to award of the Contract from the specifications, these unit prices will prevail for the revised schedule.

It is agreed that the undersigned has complied with all requirements concerning Vendor Qualifications, licensing and, with all other local, state, federal laws, and that legal requirement has been violated in making or accepting this proposal, in awarding a contract to him or in the delivery of products.

In submitting this proposal, it is understood that the right is reserved by the owner to reject any or all proposals and waive all informalities in connection therewith. It is also agreed that this proposal may not be withdrawn for a period of ninety (90) days from the opening thereof.

The Gadsden County School District is not liable for any cost incurred by the vendor in preparing a response to the RFP.

Contact **John Thomas or Sheantika Wiggins** with questions.

Applied Communication Technology
Name of Bidding Vendor


Authorized Signature

Jan 30, 2015
Date

William T. Mapoles CEO
Name/Title of Person Signing

24351 Lanier st.
Address

Tallahassee, Fl. 32310
City, State, Zip Code

(850) 508-1641
(Area Code) Telephone Number

CRIMES

THIS FORM MUST BE SIGNED IN THE PRESENCE OF A NOTARY PUBLIC OR OTHER OFFICER AUTHORIZED TO ADMINISTER OATHS.

1. This sworn statement is submitted with Bid, Proposal or Contract No. _____ for
E-RATE year 2015-2016

2. This sworn statement is submitted by William T. Mapoles
(Name of entity submitting sworn statement)

whose business address is 24351 Lanier st. Tallahassee FL (If applicable) its Federal
Employer Identification Number (FEIN) 45-0697768 If the entity has no FEIN, include the Social
Security Number of the individual signing this sworn statement _____

3. My name is William T. Mapoles and my relationship to the entity name above is
CEO Applied Com-Tek LLC dba Applied Communication Tech

4. I understand that a "public entity crime" as defined in Paragraph 287.133(1)(g), Florida Statutes, means a violation of any state or federal law by a person with respect to and directly related to the transaction of business with any public entity or with an agency or political subdivision of any other state or with the United States, including, but not limited to, any bid or contract of goods or services to be provided to any public entity or an agency or political subdivision of any other state or of the United States and involving antitrust, fraud, theft, bribery, collusion, racketeering, conspiracy, or material misrepresentation.

5. I understand that "convicted" or "conviction" as defined in Paragraph 287.133(1)(b), Florida Statutes, means a finding of guilt or a conviction of a public entity crime, with or without an adjudication of guilt, in any federal or state trial court of record relating to charges brought by indictment or information after July 1, 1989, as a result of a jury verdict, non-jury trial, or entry of a plea of guilty or nolo contendere.

6. I understand that an "affiliate" as defined in Paragraph 287.133(1)(a), Florida Statutes, means:

A predecessor or successor of a person convicted of a public entity crime; or
An entity under the control of any natural person who is active in the management of the entity and who has been convicted of a public entity crime. The term "affiliate" includes those officers, directors, executives, partners, shareholders, employees, members, and agencies that are active in the management of an affiliate. The ownership by one person of shares constituting a controlling interest in another person, or a pooling of equipment or income among persons when not for fair market value under an arm's length agreement, shall be a prima facie case that one person controls another person. A person who knowingly enters into a joint ventures with a person who has been convicted of a public entity crime in Florida during the preceding 36 months shall be considered an affiliate.

7. I understand that a "person" as defined in Paragraph 287.133(1)(e), Florida Statutes, means any natural person or entity organized under the laws of any state or of the United States with the legal power to enter into a binding contract and which bids or applies to bid on contracts for the provision of goods or services let by a public entity, or which otherwise transacts or applies to transact business with a public entity. The term "person" includes those officers, directors, executives, partners, shareholders, employees, members, and agents who are active in management of an entity.

8. Based on information and belief, the statement, which I have marked below, is true in relation to the entity submitting this sworn statement. [Please indicate which statement applies].

- ☒ Neither the entity submitting this sworn statement, nor any officers, directors, executives, partners, shareholders, employees, members, or agents who are active in management of the entity, nor any affiliate of the entity have been charged with an convicted of a public entity crimes subsequent to July 1, 1989.
- ☐ The entity submitting this sworn statement, or one or more of the officers, directors, executives, partners, shareholders, employees, members, or agents who are active in management of the entity, or an affiliate of the entity has been charged with and convicted of a public entity crime subsequent to July 1, 1989, AND [Please indicate which additional statement applies].
- ☐ There has been a proceeding concerning the conviction before a hearing officer of the State of Florida, Division of Administrative Hearings. The final order entered by the hearing officer did not place the person or affiliate on the convicted vendor list. [Please attach a copy of the final order].
- ☐ The person or affiliate was placed on the convicted vendor list. There has been a subsequent proceeding before a hearing officer of the State of Florida, Division of Administrative Hearings. The final order entered by the hearing officer determined that it was in the public interest to remove the person or affiliate from the convicted vendor list. [Please attach a copy of the final order].
- ☐ The person or affiliate has not been placed on the convicted vendor list. [Please describe any action taken by or pending with the Department of General Services].


Signature
Feb 2- 2015
Date

STATE OF FLORIDA

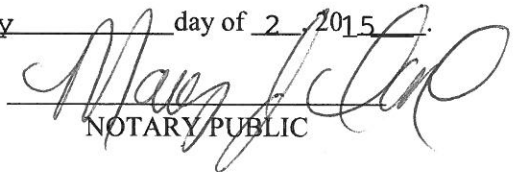
COUNTY OF GADSDEN

PERSONALLY APPEARED BEFORE ME, the undersigned authority,

William T. Mapoles who, after first being sworn by me,
[Name of individual signing]

affixed his/her signature in the space provided above on this February day of 2, 2015.




NOTARY PUBLIC

My commission expires: _____

CONTRACT FOR SERVICES AND/OR PRODUCTS FOR **E-RATE YEAR 2015-2016**

Applied Com-Tek “Provider”

Gadsden County Schools “Applicant”

Company Name: Applied Com-Tek
Contact Name: William Mapoles
SPIN: 143007415
Address: 113 South Monroe St
City, State, Zip: Tallahassee, FL 32351
Phone Number: 850-508-1641

The **Applicant** and **Provider** sign this document for the purchase of eligible equipment and services as described on the attachment to this letter as part of the E-Rate Year 2015 effort. Provider was selected based on Provider's response to Applicant's RFP or on the basis of a qualifying Form 470. Applicant intends to file a Funding Request Form 471 with the Universal Services Administrative Company (USAC), Schools and Libraries Division (SLD) E-Rate Program for eligible equipment and services based upon Provider's proposal.

The purchase and providing of the eligible equipment and services described are expressly subject to, and conditioned on, satisfaction of all of the following conditions:

- (i) USAC approval of Applicant's request for funding through a formal Funding Commitment Decision Letter;
- (ii) Applicant's formal acceptance of the USAC approved funding; and
- (iii) Board Approval as required

Provider agrees to abide by all terms and conditions of the Universal Service Act of 1996 as implemented by the SLD E-Rate Discount Program in the procurement, delivery, installation, invoicing and all other transactions associated with the project. The term of this contract shall commence on **July 1, 2015** and shall terminate on **June 30, 2016**. Total costs of the goods and services shall not exceed **\$20,000** (SLD Pre-Discounted Amount).

For Service Provider:

SPIN: 143007415

Signature: _____

Printed Name: _____

Title: _____

Date: _____

For Applicant:

Signature: _____

Print Name: _____

Title: _____

Date: March 24, 2015

Official use only

CONTRACT FOR SERVICES AND/OR PRODUCTS FOR **E-RATE YEAR 2015-2016**

Applied Com-Tek “Provider”

Gadsden County Schools “Applicant”

Company Name: Applied Com-Tek
Contact Name: William Mapoles
SPIN: 143007415
Address: 113 South Monroe St
City, State, Zip: Tallahassee, FL 32351
Phone Number: 850-508-1641

The **Applicant** and **Provider** sign this document for the purchase of eligible equipment and services as described on the attachment to this letter as part of the E-Rate Year 2015 effort. Provider was selected based on Provider's response to Applicant's RFP or on the basis of a qualifying Form 470. Applicant intends to file a Funding Request Form 471 with the Universal Services Administrative Company (USAC), Schools and Libraries Division (SLD) E-Rate Program for eligible equipment and services based upon Provider's proposal.

The purchase and providing of the eligible equipment and services described are expressly subject to, and conditioned on, satisfaction of all of the following conditions:

- (i) USAC approval of Applicant's request for funding through a formal Funding Commitment Decision Letter;
- (ii) Applicant's formal acceptance of the USAC approved funding; and
- (iii) Board Approval as required

Provider agrees to abide by all terms and conditions of the Universal Service Act of 1996 as implemented by the SLD E-Rate Discount Program in the procurement, delivery, installation, invoicing and all other transactions associated with the project. The term of this contract shall commence on **July 1, 2015** and shall terminate on **June 30, 2016**. Total costs of the goods and services shall not exceed **\$877,000** (SLD Pre-Discounted Amount).

For Service Provider:

SPIN: 143007415

Signature: _____

Printed Name: _____

Title: _____

Date: _____

For Applicant:

Signature: _____

Print Name: _____

Title: _____

Date: March 24, 2015

Official use only

Proposal P20150201 for the
Gadsden County School District

**Proposal for Managed Broadband Internet Service under Internal Connections –
Part Two for E-rate 2015 Funding Year, July 1, 2015 - June 30, 2016.**

Intratech Alliance, Corp.
SPIN 143019937
Vendor Liaison (Project Executive): Stephen Gauss

Description of Services:

The Managed Broadband Internet Service will include the maintenance, configuration changes and troubleshooting of all eligible routers, switches, wireless access points, wireless controller systems, firewalls and uninterruptable power supplies/battery backups installed in any eligible location. Managed Service will include maintenance for components, configuration backups, file management and configuration services necessary for reliable functioning of equipment and the troubleshooting of any issues that cause the eligible equipment and services not to function reliably. Managed Service will also include basic technical support including online and telephone based technical support as well as software upgrades and patches including bug fixes and security patches.

Vendor Qualifications and Previous Experience:

I have provided these same services to the Gadsden School District's Department of Instructional Media and Technology through the E-Rate process since Year 3 of the program. This includes installation and upgrades of eligible servers, configuration of Lucent and Cisco routers at all locations, configuration and maintenance of Enterasys, Cisco, 3COM and Nortel switches and various wireless access points at all locations during this period. In addition to the maintenance contract, I have provided other technology related services through separate purchase orders. I have installed and managed Microsoft and Novell networks since 1991.

I have had over \$60,000 funded for each year since Year 3 of the E-rate program except for the one year which the district did not file for reimbursement and the funding year 2014. I can provide any assistance required for PIA and Item 25 review if necessary.

All onsite and remote support incidents will be documented and stored electronically in a support ticketing and tracking application which will be available to the Gadsden School District staff to submit new work orders and tracking of open work orders. This will store the location of issue, person requesting assistance and documentation of the work performed. Backup copies of this documentation will be kept at the offices of Intratech Alliance Corp and/or in off-site storage in the case it is needed for an appeal. I have not had to assist any customers in filing for substitutions or extensions.

Help Desk Assistance and Remote Assistance:

The district technology staff has and will continue to have my local cell phone number, my voice mail, and my email address to report problems 24 hours/7 days a week. I have the capacity to remotely manage and troubleshoot the entire Gadsden School District wide area network from office, home and anywhere globally that I can get a reliable 3G

Intratech Alliance Corp. – 1808 Aaron Rd – Tallahassee, Florida 32303
850-567-6911 - sgauss@intra-tech.net – <http://www.intra-tech.net>

Proposal P20150201 for the
Gadsden County School District

or 4G cellular connection or basic internet connection and therefore can provide a quick response time of three hours or less during regular operating hours of the School Board of Gadsden County based on the work dates of the published Twelve Month Calendar of the School Board of Gadsden County and a standard five day work week (Monday through Friday).

Warrant of Availability:

Intratech Alliance Corp does warrant that the services being offered in this proposal are now and will continue to be readily available throughout E-Rate Funding Year 2015 (July 1, 2015 – June 30, 2016).

Scope of Contract and Ineligible Services:

This contract is for services provided to the Media and Technology Department of the School Board of Gadsden County for “the maintenance, configuration changes and troubleshooting of all eligible routers, switches, wireless access points, wireless controller systems, firewalls and uninterruptable power supplies/battery backups installed in any eligible school” as defined by USAC under the Schools and Libraries Program Eligible Services List. Any services performed by Intratech Alliance Corp., or representatives thereof, for any department of the School Board of Gadsden County which is not a part of the Media and Technology Department of the School Board of Gadsden County, in part or in whole, for any services not expressly defined in this contract as governed by USAC under the Schools and Libraries Program Eligible Services List will require a separate contract and separate payment arrangements as outlined under the USAC program guidelines.

Proposal P20150201 for the
Gadsden County School District

Locations Covered by Contract and Covered Equipment.

Gadsden Schools District Office	35 Martin Luther King Jr. Blvd Quincy FL 32351	Cisco routers, Cisco Firewalls, Enterasys Switches, Extreme Switches, Cisco switches, 3COM switches, Enterasys Wireless Access Points, Enterasys Wireless Controller System, Cisco Wireless Controller System, Tripp Lite UPS, Eaton UPS
Carter Parramore Academy	631 South Stewart Street Quincy FL 32351	Cisco switches, Extreme Switches, 3COM switches, Enterasys Wireless Access Points, Tripp Lite UPS, Eaton UPS
Gadsden Central Academy	631 South Stewart Street Quincy FL 32351	Cisco switches, Extreme Switches, 3COM switches, Enterasys Wireless Access Points, Tripp Lite UPS, Eaton UPS
Hope Academy	631 South Stewart Street Quincy FL 32351	Cisco switches, Extreme Switches, 3COM switches, Enterasys Wireless Access Points, Tripp Lite UPS, Eaton UPS
Chattahoochee Elementary School	335 Maple Street Chattahoochee FL 32324	Cisco switches, Extreme Switches, 3COM switches, Enterasys Wireless Access Points, Tripp Lite UPS, Eaton UPS
East Gadsden High School	27001 Blue Star Highway Havana FL 32333	Cisco switches, Extreme Switches, Enterasys Switches, 3COM switches, Enterasys Wireless Access Points, Tripp Lite UPS, Eaton UPS
Gadsden Elementary Magnet School	500 W King St Quincy FL 32351	Cisco switches, Extreme Switches, 3COM switches, Enterasys Wireless Access Points, Tripp Lite UPS, Eaton UPS
Gadsden Technical Institute	201 Martin Luther King, Jr. Blvd Quincy FL 32351	Cisco switches, Extreme Switches, 3COM switches, Enterasys Wireless Access

Intratech Alliance Corp. – 1808 Aaron Rd – Tallahassee, Florida 32303
850-567-6911 - sgauss@intra-tech.net – <http://www.intra-tech.net>

Proposal P20150201 for the
Gadsden County School District

		Points, Tripp Lite UPS, Eaton UPS
George W. Munroe Elementary School	1830 W King St Quincy FL 32351	Cisco switches, Extreme Switches, 3COM switches, Enterasys Wireless Access Points, Tripp Lite UPS, Eaton UPS
Greensboro Elementary School	Rt 1 Box 172 Quincy, FL 32351	Cisco switches, Extreme Switches, 3COM switches, Enterasys Wireless Access Points, Tripp Lite UPS, Eaton UPS
Gretna Elementary School	706 Martin Luther King Blvd Gretna FL 32332	Cisco switches, Extreme Switches, 3COM switches, Enterasys Wireless Access Points, Tripp Lite UPS, Eaton UPS
Havana Middle School	1210 Kemp Road Havana FL 32333	Cisco switches, Extreme Switches, 3COM switches, Enterasys Wireless Access Points, Tripp Lite UPS, Eaton UPS
James A Shanks Middle School	1400 W King St Quincy FL 32351	Cisco switches, Extreme Switches, 3COM switches, Enterasys Wireless Access Points, Tripp Lite UPS, Eaton UPS
St. Johns Elementary School	4463 Bainbridge Hwy Quincy FL 32352	Cisco switches, Extreme Switches, 3COM switches, Enterasys Wireless Access Points, Tripp Lite UPS, Eaton UPS
Stewart Street Elementary School	749 S Stewart St Quincy FL 32351	Cisco switches, Extreme Switches, 3COM switches, Enterasys Wireless Access Points, Tripp Lite UPS, Eaton UPS
West Gadsden High School	200 Providence Road Quincy FL 32351	Cisco switches, Extreme Switches, Enterasys Switches, 3COM switches, Enterasys Wireless Access Points, Tripp Lite UPS, Eaton UPS


Proposal P20150201 for the
Gadsden County School District

Site - Schools	Fee Per Month
Gadsden Schools District Office	\$500.00
Carter Parramore Academy Site LAN includes the following schools Gadsden Central Academy Hope Academy	\$500.00
Chattahoochee Elementary School	\$500.00
East Gadsden High School	\$500.00
Gadsden Elementary Magnet School	\$500.00
Gadsden Technical Institute	\$500.00
George W. Munroe Elementary School	\$500.00
Greensboro Elementary School	\$500.00
Gretna Elementary School	\$500.00
Havana Middle School	\$500.00
James A Shanks Middle School	\$500.00
St. Johns Elementary School	\$500.00
Stewart Street Elementary School	\$500.00
West Gadsden Elementary School	\$500.00
Total Fees Per Month	\$7,000.00

Proposed Contract:

Total Managed Services and Support: \$7000 per month

Travel Charges: No travel charges.

 Date 2/2/2015
Stephen Gauss
Intratech Alliance Corp

Director of Media and Technology
Gadsden County School District

RFP Memorandum of Understanding

To: Gadsden County Board of Education

Vendor: Intratech Alliance Corp

Name of Firm: Intratech Alliance Corp

Mailing Address 1808 Aaron Rd

Tallahassee, FL 32303

City, State, Zip Code

Having carefully examined the request for proposal documents prepared by the Gadsden County Board of Education and together with such addenda, if any, as listed hereafter, the undersigned hereby proposes and agrees to provide all components as specified in the attached Proposal Schedule, these sheets being a part of the Proposal, for unit prices and totals shown.

The Undersigned agrees that the unit prices quoted on the Technology Specifications attached hereto shall govern in the event error in totals, and further agrees that, should quantities of items be changed prior to award of the Contract from the specifications, these unit prices will prevail for the revised schedule.

It is agreed that the undersigned has complied with all requirements concerning Vendor Qualifications, licensing and, with all other local, state, federal laws, and that legal requirement has been violated in making or accepting this proposal, in awarding a contract to him or in the delivery of products.

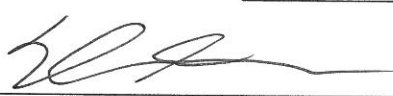
In submitting this proposal, it is understood that the right is reserved by the owner to reject any or all proposals and waive all informalities in connection therewith. It is also agreed that this proposal may not be withdrawn for a period of ninety (90) days from the opening thereof.

The Gadsden County School District is not liable for any cost incurred by the vendor in preparing a response to the RFP.

Contact **John Thomas or Sheantika Wiggins** with questions.

Intratech Alliance Corp

Name of Bidding Vendor


Authorized Signature

Stephen Gauss / President

Name/Title of Person Signing
Tallahassee, FL, 32303

City, State, Zip Code

2-2-2015
Date

1808 Aaron Rd

Address
(850) 567-6911

(Area Code) Telephone Number

THE SCHOOL BOARD OF GADSDEN COUNTY

"Building A Brighter Future"

Reginald C. James, Superintendent of Schools

35 Martin L. King, Jr. Blvd

Quincy, Florida 32351

Tel: (850) 627-9651 Fax: (850) 627-2760

MINORITY-OWNED FIRM OR COMPANY

I (we) do hereby certify that my (our) business qualifies as a minority-owned firm or company.
Please check one of the following applicable:

_____ Black
_____ Hispanic
_____ American Indian-Alaskan Native
_____ Female
_____ Physically or Mentally Disability
_____ Asian-Pacific Islander

Manual Signature: _____

Date: _____

Typed Signature: _____

Name of Business: _____

Address: _____

Non-Minority Firm or Company

I (we) do hereby certify that my (our) business qualifies as a non-minority-owned firm or company.

Manual Signature:  _____

Date: 2-2-2015

Typed Signature: Stephen Gauss

Name of Business: Intratech Alliance Corp

Address: Tallahassee FL 32303

Tallahassee FL 32303

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

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

SWORN STATEMENT: UNDER SECTION 287.133(3)(a) FLORIDA STATUTES ON PUBLIC ENTITY

CRIMES

THIS FORM MUST BE SIGNED IN THE PRESENCE OF A NOTARY PUBLIC OR OTHER OFFICER AUTHORIZED TO ADMINISTER OATHS.

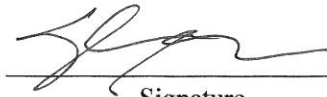
1. This sworn statement is submitted with Bid, Proposal or Contract No. P20150201 for Managed Broadband Internet Service
2. This sworn statement is submitted by Intratech Alliance Corp
(Name of entity submitting sworn statement)
whose business address is 1808 Aaron Rd, Tallahassee FL 32303 and (if applicable) its Federal Employer Identification Number (FEIN) is 59-3493185 (If the entity has no FEIN, include the Social Security Number of the individual signing this sworn statement _____)
3. My name is Stephen Gauss and my relationship to the entity name above is President
4. I understand that a "public entity crime" as defined in Paragraph 287.133(1)(g), Florida Statutes, means a violation of any state or federal law by a person with respect to and directly related to the transaction of business with any public entity or with an agency or political subdivision of any other state or with the United States, including, but not limited to, any bid or contract of goods or services to be provided to any public entity or an agency or political subdivision of any other state or of the United States and involving antitrust, fraud, theft, bribery, collusion, racketeering, conspiracy, or material misrepresentation.
5. I understand that "convicted" or "conviction" as defined in Paragraph 287.133(1)(b), Florida Statutes, means a finding of guilt or a conviction of a public entity crime, with or without an adjudication of guilt, in any federal or state trial court of record relating to charges brought by indictment or information after July 1, 1989, as a result of a jury verdict, non-jury trial, or entry of a plea of guilty or nolo contendere.
6. I understand that an "affiliate" as defined in Paragraph 287.133(1)(a), Florida Statutes, means:

A predecessor or successor of a person convicted of a public entity crime; or
An entity under the control of any natural person who is active in the management of the entity and who has been convicted of a public entity crime. The term "affiliate" includes those officers, directors, executives, partners, shareholders, employees, members, and agencies that are active in the management of an affiliate. The ownership by one person of shares constituting a controlling interest in another person, or a pooling of equipment or income among persons when not for fair market value under an arm's length agreement, shall be a prima facie case that one person controls another person. A person who knowingly enters into a joint ventures with a person who has been convicted of a public entity crime in Florida during the preceding 36 months shall be considered an affiliate.
7. I understand that a "person" as defined in Paragraph 287.133(1)(e), Florida Statutes, means any natural person or entity organized under the laws of any state or of the United States with the legal power to enter into a binding contract and which bids or applies to bid on contracts for the provision of goods or services let by a public entity, or which otherwise transacts or applies to transact business with a public entity. The term "person" includes those officers, directors, executives, partners, shareholders, employees, members, and agents who are active in management of an entity.

8. Based on information and belief, the statement, which I have marked below, is true in relation to the entity submitting this sworn statement. [Please indicate which statement applies].

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

- ☐ The entity submitting this sworn statement, or one or more of the officers, directors, executives, partners, shareholders, employees, members, or agents who are active in management of the entity, or an affiliate of the entity has been charged with and convicted of a public entity crime subsequent to July 1, 1989, AND [Please indicate which additional statement applies].
- ☐ There has been a proceeding concerning the conviction before a hearing officer of the State of Florida, Division of Administrative Hearings. The final order entered by the hearing officer did not place the person or affiliate on the convicted vendor list. [Please attach a copy of the final order].
- ☐ The person or affiliate was placed on the convicted vendor list. There has been a subsequent proceeding before a hearing officer of the State of Florida, Division of Administrative Hearings. The final order entered by the hearing officer determined that it was in the public interest to remove the person or affiliate from the convicted vendor list. [Please attach a copy of the final order].
- ☐ The person or affiliate has not been placed on the convicted vendor list. [Please describe any action taken by or pending with the Department of General Services].



Signature

2-2-2015

Date

STATE OF Florida

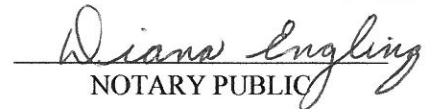
COUNTY OF Madison

PERSONALLY APPEARED BEFORE ME, the undersigned authority,

STEPHEN GAUSE
[Name of individual signing]

who, after first being sworn by me,

affixed his/her signature in the space provided above on this 2 day of February, 20 15.



NOTARY PUBLIC

My commission expires: 4/19/18



CONTRACT FOR SERVICES AND/OR PRODUCTS FOR **E-RATE YEAR 2015-2016**

Intra-Tech Alliance “Provider”

Gadsden County Schools “Applicant”

Company Name: Intra-Tech Alliance
Contact Name: Stephen Gauss
SPIN: 143019937
Address: 1808 Aaron Rd
City, State, Zip: Tallahassee, FL 32303
Phone Number: 850-567-6911

The **Applicant** and **Provider** sign this document for the purchase of eligible equipment and services as described on the attachment to this letter as part of the E-Rate Year 2015 effort. Provider was selected based on Provider's response to Applicant's RFP or on the basis of a qualifying Form 470. Applicant intends to file a Funding Request Form 471 with the Universal Services Administrative Company (USAC), Schools and Libraries Division (SLD) E-Rate Program for eligible equipment and services based upon Provider's proposal.

The purchase and providing of the eligible equipment and services described are expressly subject to, and conditioned on, satisfaction of all of the following conditions:

- (i) USAC approval of Applicant's request for funding through a formal Funding Commitment Decision Letter;
- (ii) Applicant's formal acceptance of the USAC approved funding; and
- (iii) Board Approval as required

Provider agrees to abide by all terms and conditions of the Universal Service Act of 1996 as implemented by the SLD E-Rate Discount Program in the procurement, delivery, installation, invoicing and all other transactions associated with the project. The term of this contract shall commence on **July 1, 2015** and shall terminate on **June 30, 2016**. Total costs of the goods and services shall not exceed **\$84,000** (SLD Pre-Discounted Amount).

For Service Provider:

SPIN: 1430169937

Signature: _____

Printed Name: _____

Title: _____

Date: _____

For Applicant:

Signature: _____

Print Name: _____

Title: _____

Date: March 24, 2015

Official use only



Proposal

SPIN # 143027426

P.O. Box 305

Saraland, AL 36571

www.schoolinsites.com

(800) 605.1033

Proposal To:

Gadsden County Schools (FL)

Service Period:	Start	End
	7/1/2015	6/30/2016

Date	Expires	PO Number	Sales Representative	
2/19/2015	3/21/2015		Ginger Chambliss	
Hosting		# of Sites	Price per Site	Net Price
District	1		\$1,800	\$1,800
School	15		\$1,800	\$27,000
Additional Storage (GB)		0		N/A
Email	# of Boxes	Storage per Box(MB)	Price per Box	Net Price
Staff	0			N/A
Student	0			N/A
Domain Fees		# of Domains: 0	Total Price:	\$0
<u>Training</u>			<u>One Time Only</u> Fees (Setup)	
Location	# of Days	Price	Site Price	Total
Onsite	0	\$0	District	N/A Already Purchased
Online	0	\$0	School	N/A Already Purchased
<u>Live Event Hardware and Services</u>				
Concurrent Live Instance Hosting		# of Instances:	0	Total Price: \$0.00
LIVE CONNECT Encoder		# of Devices:	0	Total Price: \$0.00

Proposal Summary	
Hosting:	\$28,800
Domain:	\$0
One Time Fees:	\$0
Optional Training:	\$0
Optional Hardware:	\$0
Total:	\$28,800

Monthly Recurring Site Cost: \$150.00

All Prices are Annual

P.O. Box 305

Saraland, Alabama 36571

CONTRACTUAL
AGREEMENT
Page 189 of 670

251.471.5482

Fax: 251.375.2452



Customer:

Gadsden County Schools (FL)

Terms:

This agreement is subject to and incorporates the SCHOOLinSITES, LLC Standard Terms and Conditions. By signing below, Customer agrees to the terms of this proposal, including the Standard Terms, and this shall become a binding obligation.

This agreement will be in effect from 7/1/2015 to 6/30/2016 All recurring prices are annual.

Service

SCHOOLinSITES, LLC ("SCHOOLinSITES") offers to provide the following products and/or services for Customer.

Additional details listed in Plan Description. Service and fees based on Gold Hosting Package

Hosting	# of Sites	Storage per Site(GB)	Price per Site	Net Price
District	1	200	\$1,800	\$1,800
School	15	200	\$1,800	\$27,000
Additional Storage		0		N/A
Email	# of Boxes	Storage per Box(MB)	Price per Box	Net Price
Staff	0			N/A
Student	0			N/A
Domain Fees		# of Domains: 0	Total Price:	\$0
Training		One Time Only Fees (Application and Setup)		
Location	# of Days	Price	Site Price	Total
Onsite	0	\$0	District N/A	Already Purchased
Online	0	\$0	School N/A	Already Purchased
Live Event Hardware and Services				
Concurrent Live Instances		# of Instances: 0	Total Price:	\$0.00
LIVE CONNECT Encoder		# of Devices: 0	Total Price:	\$0.00

Grand Total: \$28,800

Authorized Signature _____ Date _____

SCHOOLinSITES Executive _____ Date _____

Print Name _____ Title _____

Ginger Chambliss
SCHOOLinSITES Executive

SCHOOLINSITES, LLC STANDARD TERMS AND CONDITIONS

For Web Hosting Service

These SCHOOLinSITES, LLC STANDARD TERMS AND CONDITIONS ("Standard Terms") apply to all contracted for uses of SCHOOLinSITES, LLC services (the "Service") and are entered into by and between the school or school district purchasing the Service and SCHOOLinSITES, LLC ("SCHOOLinSITES") (collectively, the "Parties" and each individually, a "Party"). These Standard Terms together with the agreement, purchase order or order form pursuant to which SCHOOLinSITES Service is ordered by Customer (the "Purchasing Document") constitute the "Contract" between SCHOOLinSITES and Customer. Customer wishes to utilize the Service, on behalf of itself and the students, teachers, administrators and schools that are permitted to use the Service under the Contract (collectively, the "Customer"). The Service will be provided to Customer subject to and in accordance with the terms and conditions of the entire Contract and other good and valuable consideration, the receipt of which is hereby acknowledged. Accordingly, the Parties hereby agree as follows:

1. The SCHOOLinSITES Service. In consideration for the payment by Customer of all fees set forth in the

Purchasing Document, SCHOOLinSITES shall provide Customer with the Service(s) specified therein.

a. The Service(s) subject to this Contract may include the SCHOOLinSITES web hosting service, which provides Customer with a means to maintain its websites.

b. Customer acknowledges that SCHOOLinSITES services apart from the web hosting service are not eligible for E-Rate funding from the Schools and Libraries Program of the Universal Service Fund administered by the Universal Service Administrative Company under the direction of the Federal Communications Commission. For a complete description of eligible and ineligible web hosting services, please refer to the Eligible Services List found at www.usac.org/sl.

2. Term; Termination.

a. Term. These Standard Terms will be effective during the term set forth in any current Purchasing Document, which may be extended in accordance with such Purchasing Document, and which incorporates these Standard Terms by reference (the "Initial Term"). Thereafter, except as may be set forth in an applicable Purchasing Document, the Agreement will renew automatically upon the expiration of the Initial Term for successive one (1) year periods (each, a "Renewal Term," and collectively with the Initial Term, the "Term"), unless either party provides written notice of its desire not to renew at least 30 days prior to the end of the then-current term.

b. Termination with Cause. Either Party may terminate the Contract in the event of a material breach by the other Party, which breach remains uncured for thirty (30) days following written notice to the breaching Party. In the event of a termination by Customer for an uncured material breach, Customer will receive a prorated refund of the fees paid by Customer for the then-current Term as set forth in the most recent Purchasing Document, calculated from the date of termination to the end of the then-applicable Term. The Contract may be terminated immediately by SCHOOLinSITES for non-payment, in which case Customer shall not receive any refund of fees.

c. Effect of Termination. In the event of termination or expiration of the Contract, Customer will:

(i) immediately discontinue access to and/or use of the Service; (ii) pay to SCHOOLinSITES all amounts due and payable under the Contract; (iii) return all documentation and related training materials to SCHOOLinSITES within a reasonable time at Customer's cost; (iv) immediately cease any use of the SCHOOLinSITES's Confidential Information (as defined below); (v) delete any of SCHOOLinSITES's Confidential Information from its computer storage or any other media, including, but not limited to, online and off-line libraries; and (vi) return to SCHOOLinSITES or, at SCHOOLinSITES's option, destroy, all copies of SCHOOLinSITES's Confidential Information then in its possession. Any termination of the Contract will not affect any rights or liabilities of either Party that accrued prior to such termination. Sections 2, 3, 4, 5, 7, 8, and 9, and the last sentence of Section 6, will survive the expiration or termination of the Contract for any reason.

3. Fees; Expenses

a. Fees; Payments. In consideration for SCHOOLinSITES's performance under the Contract, Customer agrees to pay SCHOOLinSITES all fees required by the Purchasing Document, as applicable, which fees will be due in accordance with the provisions of the Purchasing Document, but in no event later than thirty (30) days after the date of an invoice from SCHOOLinSITES. Customer agrees that all fees are annual and require upfront payment for service. In connection with an extension of the Term pursuant to which SCHOOLinSITES will continue providing the Service, SCHOOLinSITES expressly reserves the right to change the fees payable under the Purchasing Document for the new Term based on the then current pricing. Calculation of the fees for any subsequent Term will also be based on SCHOOLinSITES's calculation of the number of enrolled students in Customer's school or district (as applicable) for each such subsequent Term. Customer will pay all fees in U.S. dollars. Payments shall be sent to the address indicated on the Purchasing Document, as set forth in Section 10 hereof.

b. Late Fees. SCHOOLinSITES may charge interest on any overdue amounts at the lower of: (i) the highest permissible rate or (ii) 18% per annum, charged at 1.5% per month from the date on which such amount fell due until the date of payment, whether before or after judgment.

d. Taxes. The fees under the Contract do not include any sales, use, excise, import or export, value-added or similar tax or interest, or any costs associated with the collection or withholding thereof, or any government permit fees, license fees or customs or similar fees levied on the performance of Services by SCHOOLinSITES to Customer. Customer will be responsible for payment of such applicable sales, use, excise, import or export, value-added or similar tax or interest at point of sale. All payments due under this Contract shall be made without any deduction or withholding, unless such deduction or withholding is required by any applicable law of any relevant governmental revenue authority then in effect. If Customer is required to deduct or withhold, Customer will promptly notify SCHOOLinSITES of the requirement, pay the required amount to the relevant governmental authority, provide SCHOOLinSITES with an official receipt or certified copy or other documentation acceptable to SCHOOLinSITES evidencing payment, and pay to SCHOOLinSITES, in addition to the payment to which SCHOOLinSITES is otherwise entitled under the Contract, such additional amount as is necessary to ensure that the net amount actually received by SCHOOLinSITES equals the full amount SCHOOLinSITES would have received had no such deduction or withholding been required. If Customer is exempt from any such taxes or fees, then such taxes or fees shall not be charged to Customer upon SCHOOLinSITES's receipt of a copy of Customer's tax exemption certificate or number.

e. Expenses. Except as provided in the Contract, each party will be responsible for its own expenses incurred in rendering performance hereunder, including, without limitation, the cost of facilities, work space, computers and computer time, development tools and platforms, utilities management, personnel and supplies. In addition, if SCHOOLinSITES is required by applicable law, legal process or government action or for a Customer audit to produce information, files, documents or personnel as witnesses with respect to the Contract or the products or services provided to Customer by SCHOOLinSITES, Customer shall reimburse SCHOOLinSITES for any professional time and expenses including reasonable external or internal legal costs incurred to respond to the request, unless SCHOOLinSITES is a party to the proceeding or the subject of the investigation.

f. Purchase Orders. Customer agrees that if its internal procedures require that a purchase order be issued as a prerequisite to payment of any amounts due to SCHOOLinSITES, it will timely issue such purchase order and inform SCHOOLinSITES of the number and amount thereof. Customer agrees that the absence of a purchase order, or other ordering document or administrative procedure may not be raised as a defense to avoid or impair the performance of any of Customer's obligations under the Contract, including payment of amounts owed to SCHOOLinSITES.

4. Confidentiality.

a. Definition. For purposes of this Section 4, "Confidential Information" of either Party means any non-public information disclosed by such Party to the other Party or related to the operations of the disclosing Party or a third party that has been identified as confidential. Without limiting the generality of the foregoing, Confidential Information includes, without limitation, information about a Party's business, vendors, customers, end users, products, services, employees, finances, costs, expenses, financial or competitive condition, policies, and practices, computer software programs and programming tools, and any other non-public information that does or may have economic value by reason of not being generally known.

b. Nondisclosure and Nonuse. Customer will keep SCHOOLinSITES's Confidential Information confidential. Specifically, Customer agrees not to disclose such Confidential Information except to those directors, officers, employees and agents of Customer (i) whose duties justify their need to know such information and (ii) who have been informed of their obligation to maintain the confidential, proprietary and/or trade secret status of such Confidential Information. Customer will not use such Confidential Information except for the purposes set forth in the Contract. Customer shall treat such information as strictly confidential, and shall use the same care to prevent disclosure of such information as Customer uses with respect to its own confidential and proprietary information, provided that in any case it shall not use less than the care a reasonable person would use under similar circumstances.

c. Notice. Customer will promptly notify SCHOOLinSITES in the event Customer learns of any unauthorized possession, use or disclosure of the Confidential Information and will provide such cooperation as SCHOOLinSITES may reasonably request, at SCHOOLinSITES's expense, in any litigation against any third parties to protect SCHOOLinSITES's rights with respect to the Confidential Information.

d. Exceptions to Confidential Treatment. Notwithstanding the foregoing, the preceding provisions of this Section 4 will not apply to information that: (i) is publicly available or in the public domain at the time disclosed; (ii) is or becomes publicly available or enters the public domain through no fault of the recipient; (iii) is rightfully communicated to the recipient by persons not bound by confidentiality obligations with respect thereto; (iv) is already in the recipient's possession free of any confidentiality obligations with respect thereto at the time of disclosure; (v) is independently developed by the recipient; or (vi) is approved for release or disclosure by the disclosing Party without restriction. Each Party may disclose Confidential Information to the limited extent necessary: (a) to comply with the order of a court of competent jurisdiction or other governmental body having authority over such Party, provided that the Party making the disclosure pursuant to the order will first have given notice to the other Party and made a reasonable effort to obtain a protective order;

obligations with respect thereto; (iv) is already in the recipient's possession free of any confidentiality obligations with respect thereto at the time of disclosure; (v) is independently developed by the recipient; or (vi) is approved for release or disclosure by the disclosing Party without restriction. Each Party may disclose Confidential Information to the limited extent necessary: (a) to comply with the order of a court of competent jurisdiction or other governmental body having authority over such Party, provided that the Party making the disclosure pursuant to the order will first have given notice to the other Party and made a reasonable effort to obtain a protective order; (b) to comply with applicable law or regulation requiring such disclosure; or (c) to make such court filings as may be required to establish a Party's rights under the Contract.

e. Contact Information. Customer hereby authorizes SCHOOLinSITES to include and use individual Customer contact information (i.e., primary contact, system administrator, billing contact) in contact lists for emails, mailings, and faxes from SCHOOLinSITES or its affiliates (including SCHOOLinSITES Inc.) relating to SCHOOLinSITES- or SCHOOLinSITES-provided products and services, support, product and service matters, newsletters, user groups and events, and to provide contact information to third parties whose products or services Customer has purchased through SCHOOLinSITES for the purpose of providing those products and services or support or maintenance for the products and services. Customer acknowledges that it has the right to provide such consent, and SCHOOLinSITES acknowledges that it will not use or distribute the contact information except as explicitly set forth above.

f. Other Rights. Customer hereby grants to SCHOOLinSITES the limited right to use Customer's name, logo and/or other marks for the sole purpose of listing Customer as a user of the Service in SCHOOLinSITES's promotional materials. SCHOOLinSITES agrees to discontinue such use within fourteen (14) days of Customer's written request.

5. Privacy Policy and Acceptable Use Policy. Customer agrees to comply with the then-current Privacy Policy and Terms of Use (collectively, the "Policies"), which are fully incorporated herein by reference, to the extent applicable, which SCHOOLinSITES reserves the right to modify, from time to time, effective five (5) days after such modified Policies are posted at the relevant link (which can be found at the SCHOOLinSITES website located at <http://www.SCHOOLinSITES.com>), such posting to constitute effective notice of changes. In the event of an express conflict between the terms of these Standard Terms and the terms of the Policies, the terms of these Standard Terms will prevail.

6. Representations and Obligations. Customer represents and warrants that: (i) it will comply with all applicable laws, regulations and contracts in use of the Service; (ii) it will maintain the confidentiality of its password and account information, and agrees to notify SCHOOLinSITES in the event of an actual or suspected unauthorized access to its account, or if it loses its account information; and (iii) it will not use the Service in combination with products or services not provided by SCHOOLinSITES or in a manner for which the Service was not designed, which would cause the Service to infringe on a third party intellectual property right. Customer agrees to defend, indemnify and hold harmless SCHOOLinSITES against any damages, losses, liabilities, settlements, and expenses (including without limitation, costs and reasonable attorneys' fees) in connection with any claim or action that arises from Customer's use of the Service.

7. Limitation of Liability. In no event will SCHOOLinSITES, its officers, employees, representatives or licensors be liable to Customer for any indirect, punitive, special, consequential, exemplary, or other similar damages of any kind or nature whatsoever, suffered by Customer or any third party (including without limitation, business interruption, downtime, or any use of, or failure to use the Service, or any loss of business, contracts, profits, anticipated savings, goodwill or revenue, or any loss or corruption of data), arising out of the Contract, the Service, or the transactions contemplated hereby, even if a Party has been advised of the possibilities of such damages or should have foreseen such damages. SCHOOLinSITES, its officers and employees will not be liable for any damages or injury with respect to the performance of the Service, including, but not limited to, any failure of performance, error, omission, defect, delay, computer virus, or line failure, interruptions or disruptions in the services contemplated under the Contract caused by or resulting from any act, omission or condition beyond SCHOOLinSITES's reasonable control, whether or not foreseeable or identified, including but not limited to, transmission errors, or corruption or security of information carried over telecommunication lines, failure of digital transmission links, hostile network attacks or network congestion, or acts of God, acts of war, governmental regulations, public utilities or telecommunication providers, shortage of equipment, materials or supplies, fire, power failure, earthquakes, severe weather, floods or other natural disaster or Customer's or any third party's applications, hardware, software or communications equipment or facilities, unless same results from the intentional or willful acts of SCHOOLinSITES. Under no circumstances will the aggregate liability of SCHOOLinSITES to Customer or any third party arising out of or related to the Contract or the provision of the Service, exceed the aggregate fees paid to SCHOOLinSITES under the Purchasing Document during the 12 month period immediately prior to the event, act or omission giving rise to such liability, regardless of whether any action or claim is based on warranty, indemnification, contract, tort or otherwise. The existence of multiple claims will not enlarge this limit. The foregoing limitations of liability are intended to apply without regard to whether other provisions of the Contract have been breached or have proven ineffective. Nothing contained in the foregoing limits or excludes the liability of SCHOOLinSITES for liability which cannot be excluded by law. Notwithstanding anything contained herein to the contrary, Customer shall be responsible for all claims and damage resulting from the misuse of the Service by Customer or its users including reimbursement of any expenses incurred by SCHOOLinSITES in defending claims arising from such misuse. The Parties acknowledge and agree that the fees, limitations of liability and remedies reflect the allocation of risk between the Parties, and that Sections 7 and 8 are essential elements of the basis of the bargain between the Parties and that in its absence, the economic terms of the Contract would be substantially different. SCHOOLinSITES reserves the right to modify or remove any functionality that may be alleged to infringe a third party's intellectual property rights.

8. Limited Warranty. THE SERVICE IS PROVIDED "AS IS" AND ON AN "AS AVAILABLE" BASIS AND, TO THE MAXIMUM EXTENT PERMITTED UNDER APPLICABLE LAW, SCHOOLINSITES EXPRESSLY DISCLAIMS ALL OTHER REPRESENTATIONS OR WARRANTIES RELATING TO THE

Contract would be substantially different. SCHOOLinSITES reserves the right to modify or remove any functionality that may be alleged to infringe a third party's intellectual property rights.

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SERVICE, WHETHER EXPRESS, IMPLIED OR STATUTORY, INCLUDING BUT NOT LIMITED TO, THE WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, TITLE, DATA ACCURACY, SATISFACTORY QUALITY, NON-INFRINGEMENT, SYSTEM INTEGRATION AND/OR QUIET ENJOYMENT. NEITHER SCHOOLinSITES NOR ITS LICENSORS WARRANT THAT THE FUNCTIONS OR INFORMATION CONTAINED IN THE SERVICE WILL MEET ANY REQUIREMENTS OR NEEDS CUSTOMER MAY HAVE, OR THAT THE SERVICE WILL OPERATE ERROR FREE OR WITHOUT INTERRUPTION. SCHOOLinSITES AND ITS LICENSORS MAKE NO GUARANTEE OF ACCESS TO OR OF ACCURACY OF THE CONTENT CONTAINED IN OR ACCESSED THROUGH THE SERVICE. Except as may be expressly stated in the Contract, in the event of the Service's failure to comply with the Contract, Customer's sole remedy shall be to terminate the Contract. Customer acknowledges and agrees that the Service is not intended, nor designed, for use in high risk activities, or in any situation where failure of the Service could lead to death, personal injury, or damage to property, or where other damage could result if an error occurred and the parties further agree that, to the extent not prohibited by applicable law, SCHOOLinSITES shall not be liable for any death, personal injury or damage to property.

9. Miscellaneous. Customer acknowledges and agrees that the Confidential Information and all other materials pertaining to the use of the Service are not purchased or developed with Customer funds. Accordingly, nothing in the Contract grants or transfers to Customer any ownership rights in the foregoing materials or the Service. Each Party may seek any relief, including equitable relief provided under law. Customer is expressly prohibited from reproducing, modifying, duplicating, copying, making derivative works, publicly displaying, or otherwise exploiting, in whole or in part, the member pages of the SCHOOLinSITES website without the express written permission of SCHOOLinSITES. This Contract will be governed and interpreted in accordance with the governing law of the state of Customer's principal place of business (in the case of an entity) or Customer's primary residence (in the case of an individual). In addition to any other relief awarded, the prevailing party in any action arising out of the Contract shall be entitled to its reasonable attorneys' fees and costs. Failure by either Party to enforce any provision of the Contract will not be deemed a waiver of future enforcement. In the event that any provision of the Contract is finally determined by a court of competent jurisdiction to be invalid or unenforceable under applicable law, the remainder of the Contract will continue in full force and effect, and the Parties will replace the invalid provision with one that, as much as possible, reflects the original intentions of the Parties and is valid under applicable law. SCHOOLinSITES is providing a service to Customer as an independent contractor. No provisions of this Contract are intended or shall be construed to confer upon or give to any person or entity other than SCHOOLinSITES or Customer, any rights, remedies or other benefits under or by reason of the Contract. Notices to Customer must be in writing and may be delivered in person or by courier, sent by facsimile, or mailed by certified or registered mail, postage prepaid, return receipt requested to the address specified in the Purchasing Document to the attention of the signatory. Any notices will be effective upon receipt by the Party receiving such notice. Neither Party may assign the Contract without the other Party's prior written consent, provided, that SCHOOLinSITES may assign the Contract without Customer's prior consent to (i) a parent, subsidiary or affiliate of SCHOOLinSITES or (ii) any entity or successor that acquires all or substantially all of the business, stock, or assets of SCHOOLinSITES. Any assignment made in conflict with this provision shall be void subject to the foregoing, and the Contract shall benefit and bind the permitted successors and assigns of the Parties. Except with regard to payment obligations, neither Party will be responsible for any failure to fulfill its obligations due to causes beyond its reasonable control, including without limitation, acts or omissions of government or military authority, acts of God, materials shortages, transportation delays, fires, floods, labor disturbances, riots, wars, terrorist acts or inability to obtain any export or import license or other approval or authorization of any government authority. SCHOOLinSITES has no obligation to provide any service to Customer except as is expressly set forth in the Contract or another written agreement between SCHOOLinSITES and Customer. These Standard Terms, together with the applicable Purchasing Document, and the Policies express the complete and final understanding of the Parties with respect to the subject matter hereof, and supersede all prior communications between the Parties, whether written or oral with respect to the subject matter hereof. By signing the applicable Purchasing Document, Customer represents and warrants that it has read and understands all applicable parts of these Standard Terms, including the Policies, and that the person who has signed the Purchasing Document for Customer is authorized to execute and deliver the Purchasing Document (which incorporates these Standard Terms and the Policies by reference) on its behalf.

10. Notices. All payments under the Contract shall be sent to the address set forth on the applicable Purchasing Document. Any other notices to SCHOOLinSITES must be in writing and may be delivered in person or by courier, sent by facsimile, or mailed postage prepaid, return receipt requested to SCHOOLinSITES LLC, PO Box 305, Saraland AL, 36571.



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10a

Date of School Board Meeting: March 24, 2015

TITLE OF AGENDA ITEM: HRSA Grant – Modular Buildings – for Health Clinics

DIVISION: Department of Facilities

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

PURPOSE AND SUMMARY OF ITEM: Requesting Board to approve the purchase of two 50'x28' modular buildings from Mod Space Holdings, Inc./Southeast Modular Manufacturing, Inc. located in Leesburg, Florida. These units will be used as Health Clinics; one located at George W. Munroe and one at Havana Middle School.

FUND SOURCE: HRSA Grant

AMOUNT: \$283,941.00

PREPARED BY: Wayne Shepard

POSITION: Director of Facilities

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNFATUES 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.

Prepared for: Wayne Shepard

Job Name: Gadsden District Schools

Prepared by: Gene Hammond

Job Address: 805 South Stewart Street

Phone Number: 850-627-9888

Job City, State, Zip: Quincy, FL 32351

Email Address: shepardw@gcpsmail.com

Building Type(s): Modular Medical Clinic

Proposal Date: February 16, 2015

Size(s): 28 x 50

Pricing Summary

SALE DETAILS:

Building

Delivery

Set-Up

Skirting

Total Contract Price*

** Does not include state, local or other tax, licensing, maintenance or other applicable charges*

Purchase Order Prior to start of drawings

Signed off drawings before application for state approvals

0 % Upon Delivery of the Building(s)

90 % Upon Substantial Completion of the Work of MSPACE Scope

10% Upon Completion of MSPACE Scope

Clarifications

1. All pricing is subject to unit availability and based on the acceptance of M SPACE's terms and conditions, including all insurance requirements, as well as credit approval by M SPACE.
2. The customer must provide a clear and accessible site to allow for the delivery and installation of modular sections using standard modular industry vehicles.
3. Client to provide all applicable site development work and including, but not limited to: parking, entries, sidewalks, site plumbing (water and sewer), site power (electrical), signage, landscaping, and fencing unless otherwise listed above.
4. Plumbing and electrical connections are to be done by the customer.
5. Client to connect site water line to a multiple water line stub within the crawlspace (above grade) and connect multiple sewer stubs together (one at each fixture or drain), including clean-outs and then to site sewer at the existing supply. Includes meters, pressure regulators and backflow

- preventers. Multiple sewer stubs to crawl space. Customer connects sewer stubs together and makes final connections including clean-outs per code unless otherwise listed above.
6. Customer to provide and install roof drainage control: Including, but not limited to; gutters, downspouts, splash blocks, canopies and awnings unless otherwise listed above.
 7. Customer to provide and install interior and exterior signage as or if required unless otherwise listed above.
 8. Customer to provide and install all FFE (furnishings, fixtures and equipment) within the building, including mini blinds unless otherwise listed above.
 9. Poured footers are NOT included in this pricing.
 10. This pricing does NOT include prevailing wages or certified payroll.
 11. This pricing does NOT include any bid bond or payment and performance bond.
 12. The customer will be responsible for all city and county fees. The customer shall pay directly for any fees. No fees are included in this proposal.
 13. Pricing excludes all state, federal and local tax. Any and all applicable taxes will be the responsibility of Customer.
 14. Plumbing, Electrical, Permitting, Awnings, Decks, Ramps, hand rails, Fire alarm, Accessibility standards review, sidewalks, signage, phone, Data, survey, Storm water detention/retention are NOT included in this proposal.
 15. Any requirements or directives by local or state inspectors and/or other agencies shall be the responsibility of the customer and the customer shall be responsible for providing that information to the modular building supplier.
 16. Only the items listed in the pricing is included in the proposal. Any items not specifically shown in this proposal is excluded.
 17. M SPACE assumes no responsibility for the design and or installation of the foundation including but not limited to soil bearing capacity, materials, workmanship, construction methods or suitability thereof if applicable.
 18. M SPACE assumes a level site (no more than 3" difference within the building envelope); with a minimum 2,500 PSF soil compaction at grade and/or frost line.
 19. M SPACE shall install the modular building in accordance with standard modular setup procedures. M SPACE shall set the modular building on pad and pier foundations. No poured footers are included in this proposal. Piers shall be constructed using dry stacked CMU block. CMU are 3 courses high maximum, single stacked without mortar. Pads and piers shall be on grade.
 20. All underground obstructions, if any, within the proposed modular building envelope/work area to be located and marked above grade by the customer.
 21. M SPACE shall not be responsible for any and all subsurface and/or pre-existing environmental conditions, to include hazardous substances as defined under any environmental law, rule or regulation discovered in, on or about the project sites. All obligations and responsibilities related to such subsurface and/or pre-existing environmental condition of or at the project site shall be the sole responsibility of the customer.
 22. Pricing does not include unknown or unforeseen events such as lack of natural resources, driver wait time, escorts, customer readiness, site preparation or otherwise, which may affect the pricing included herein.
 23. The customer is responsible for the foundation construction and preparation, site work, including but not limited to, grading, fill and impact, storm water management, erosion control, dewatering of subsurface water, removal or relocation of obstructions at/or below grade, restoration, paving, landscaping, etc. is not included in this proposal.

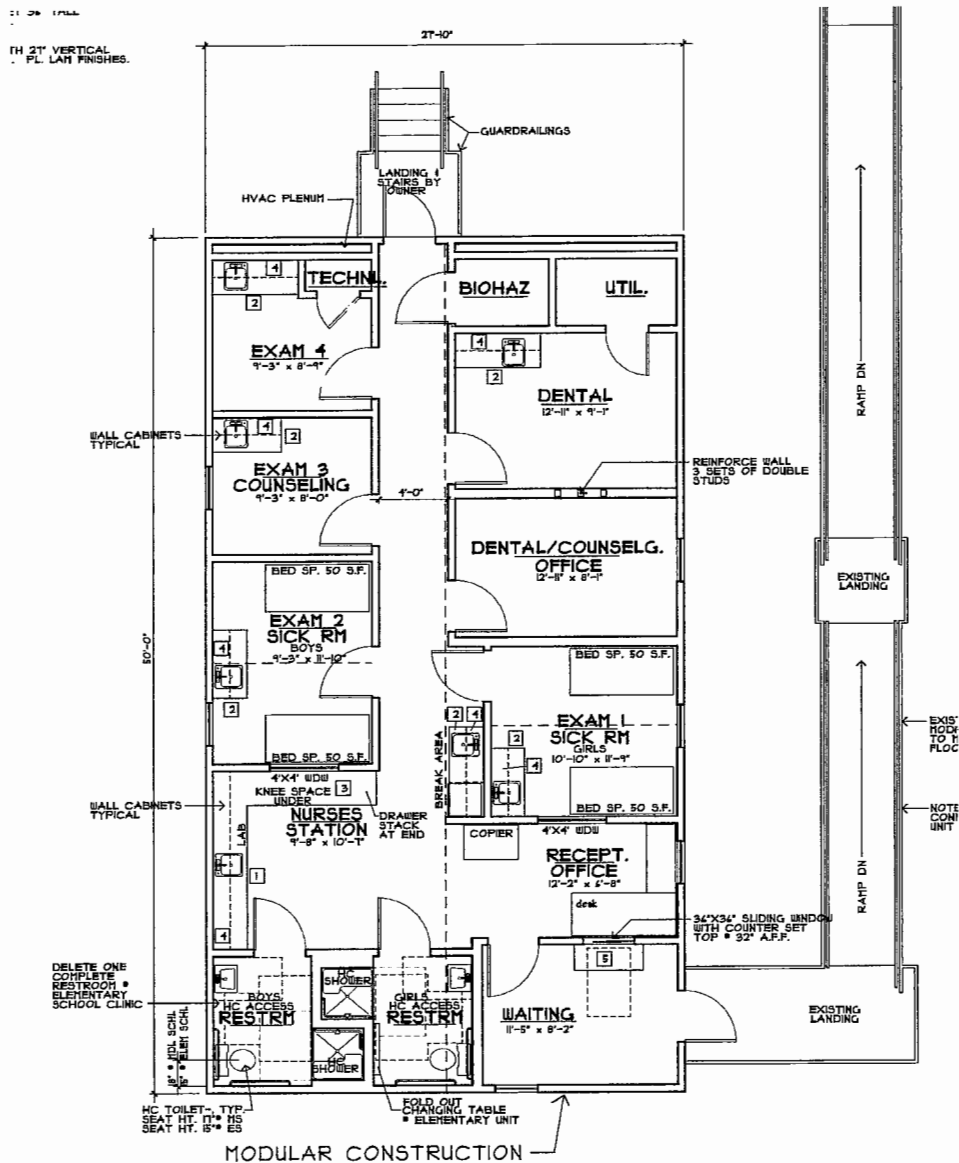
24. The customer shall ensure that site grading allows water to run off away from the building. The customer is also responsible for ensuring proper grading is maintained while the modular building is on-site to ensure that water is not present under the modular building.
25. This proposal is good for 30 days.
26. All items not specifically addressed in this proposal are excluded from pricing.

Job Specific Clarifications:

This document includes confidential and proprietary information that is submitted for a specific purpose. By accepting this document, the recipient agrees that this material will not be used, copied, or reproduced in whole or part, or its contents revealed in any manner or to any person except for the purpose for which it was provided.

This document is not a contract for the purchase of goods or services and does not in any way bind Wayne Shepard or M SPACE to any obligations or impose any costs or expenses incurred by either party.

Customer Provided Floor plan drawing (factory design may differ some



SOUTH PASADENA, FL.

Revision: E

QUOTE No.: 16278

PHONE: 352-728-2930

Serial No.(s)

A

Thru

B

Gadsden Co.School- Medical Clinic

130 mph- Quincy, FL. Gadsden Co.

Qty.	U/M												
F R A M E	2	Ea	Type:			X	Perimeter						
			6000# Brake Axles:				3 W/14ply tires						
			6000# Tag Axle				2 W/14ply tires						
			Jr. I Beam:	12	Inch	X	Frame width		X	13'-11"			
			Hitch:	X	Detachable								
			Crossmembers	16	In. O.C.		Steel floor joists						
			Pressure treated nailer @ frame perimeters										
F L O O R			Decking: Plywood	1	Layers				X	3/4" Structo-crete			
			Floor Covering:			XX	Roll Vinyl		X	1/8"x12"x12" Tile			
			Bottom Board:	X	Simplex								
			1/4" Fiberock underlayment over 3/4" Structocrete; hold back @ open matelines										
		Roll vinyl @ rest rooms only w/ 6" self-cove up walls											
E X T E R I O R W A L L S & P A R T			EXT. WALL CONST.										
			Wall Height:.....	10.6	Ft	@	16	Centers	or 12" if required to meet current code				
			Studs:							X	2x4 Steel Stud		
			Plates				X	Sgl top and bottom plates					
			Wall Covering					X	3/8 VCG				
			Wall Covering:							X	5/8 Type "X"		
			3/8" vinyl gypsum over 5/8" raw gypsum										
			INT. WALL CONST:										
			Wall Height:.....	8.6	Ft	@	16	Centers					
			Studs:							X	2x4 Steel		
		Plates				X	Sgl top and bottom plates						
		Wall Covering:					X	3/8 VCG					
		Wall Covering:					XX	FRP					
		Wall Covering:	X	5/8 Type "X"									
		3/8" vinyl gypsum over 5/8" raw gypsum. (3) sets of double wall studs @ dental office.											
	540	Sf	Full height FRP @ rest room walls only.										
	22	Lf	Plumbing chase walls										
			Interior Doors:					12	3/0x6/8				
			Interior Doors				12	Solid		12	Redi frame		
			Interior Doors:	12	Pre-Finished								
			Hardware	12	Standard								
			Trim Package:										
			X	Vinyl/ FRP			X	4" Vinyl Base					

R O O F	Truss Type	X	IBC											
	Design:							X	Longitudinal					
	Roof Framing	2x8	Steel @	24	In. O.C.	Slope to sidewalls								
	Angle bracing	1.5	Solid @	48	In. O.C.									
	Sheathing:	X	B DECK											
	Sheathing:	X	1.5" Poly-iso board											
	2 Ea	Clear Span Girder:	X	24"										
	4 Ea	Steel support columns												
		Ceiling:		X	Suspended									
		Factory standard 2x2' T-grid ceilings @ 8' aff. Gridstone ceiling tiles @ rest room only.												
I N S U L	Floor:	R-			30	UF	R-							
	Walls:	R-	13	Kraft										
	Roof:	R-			30	UF	R-	**	Held up w/ vinyl netting					
	Part.	R-			13	UF	R-							
P L U M B I N G	Water Heater:					1	20 Gal							
	Water Heater					1	Tempering valve @ water heater							
	Toilet:				2	H.C/Tank								
	Lavatories:	2	Wall						3	Floor Drain				
	Bath Accessories:				2	TP Holder			2	S.S.Mirror				
	Bath Accessories:				4	Grab Bars								
	Sinks:	7	Bar											
	Supply Piping:	X	CPVC											
	Waste Piping:	X	PVC	STUBBED THRU FLOOR ONLY										
	Showers:					2	Handicap with vinyl curtain							
		Note: Metering lav faucets provided @ rest rooms.												
	1 Ea	Provide hot/cold supply stubs and dwv @ dental room												
	Floor drains provided @ each rest room and utility room													
E L E C T R I C A L	Load Center:							1	200a. Sgl Ph					
	Raceway:					X	MC Wiring							
	Fluorescent Lights:													
	T-8 ELECTRONIC		Troffer		21	232 2x4'								
	Incand. Lights	2	Dome		2	Porch Light W/Photo Cell								
	HCFC wiring @ patient care areas.													
	1 Ea	1p-20 amp dedicated recept @ utility room												
	1 Ea	2p-30 amp breaker for medical air compressor												
	1 Ea	1p- 30 amp breaker in dental room												
	1 Ea	Wired floor j-box for dental chair												
	1 Ea	1p- 20 amp GFCI breaker for dental room per dwg.												
	Hospital grade recepts @ patient care rooms													
	Sensor switch	2	@ rest rooms											
	Receptacles:20A	36	115v.				1	Dedicated- IT closet						
	Accessories				20	J-box w/ conduit stub (budgeted)								
Emergency Lights:	3	w/Battery		3	Exit w/Bat									
		12	GFCI Recep											
		1	Exterior GFCI for H.V.A.C. with locking cover											

H V A C		H.V.A.C. Type:	1	End Mount	5.0	A/C Ton	10	KW Heat w/ CRV & dehum.		
								1	Remote sensor	
		T-STAT			1.0	Program		1	Humidistat	
		Supply Duct:						X	20X10 GALV	
		Return Duct:						X	20X10 GALV	
	10	Lf	Plenum Walls:							
		Supply Registers:					X		24X24 Ceiling	
	Return Grilles:						X	24X24 Ceiling		
	Exhaust Fans:	2	100 cfm							
M I L L	1	Ea	Greenheck exhaust fan, model SPA250 w/ thermostat and exterior wall exhaust air louver.							
	15.5	Lf	Base Cabinets:	X	Laminate		WHITE		GRAY	ALMOND
	23.5	Lf	Counter top:	X	Laminate		WHITE		GRAY	ALMOND
	15.5	Lf	Wall Cabinets:	X	Laminate		WHITE		GRAY	ALMOND
									1	Drawer bank @ nurse's station
	5	Ea	4' Countertops w/ base cabinet and drawer bank @ exam rooms (4) & dental room, bar sink w/ gooseneck faucet and 4' lf upper cabinets							
	1	Ea	5' Counter top w/ base cabinet and overheads @ break area w/ bar sink/ gooseneck faucet							
	10	Lf	Base w/ 18.5' lf counter and 10.5' lf upper cabinets @ nurse's station							
			Cabinets and laminate colors are FACTORY STANDARD							
	E X T E R I O R		Wall Sheathing:	X	1/2 W.R. GYF					
		Roof Covering:					X	.45 EPDM	X White	
		Siding:			X	100% House wrap under siding				
		Siding:	X	Hardie panel	X	Sierra				
		Trim:			X	1x4 Hardie trim				
		Mansard:	24	Height	0	Projection FALSE				
					X	Same as siding				
6		Ea	Windows Size:	36	Width (In.)	48	Height (In)	X	w /PVC Mini Blind	
			55 DP			X	Vert SL		X Insulated	
			Color:						X Bron/ low E	
2		Ea	Windows Size:	48	Width (In.)	48	Height (In)	X	w/PVC Mini Blind	
			Interior Window					X	Fixed X Tempered	
			Color:					X	Bron/Clear	
1		Ea	Reception window, 3/0 3/0 H/S w/ lock and 4/0 x 1.5' deep transaction counter- up 32" aff to bottom.							
			Note: Awnings are required over exterior doors for SMM warranty (awnings by customer)							
			Exterior Doors:			2	36x80 Stl	2	Closer	
								2 Keyed lock set		
			2	10x10" vb						
NOTE:										
Impact protection for exterior doors and windows not included. Unless specified in quote, customer to provide impact protection.										

MISC	Shipping walls												
	Shipping plastic (Guaranteed for 30 days before deteriorating) commences day off production line												
	Roofing close-up												
	Note: Quotation is based solely on specifications contained herein												
	Fire extinguishers and medical equipment by owner.												
	Gutters and downspouts not included.												
COSTS	<u>SOUTHEAST MODULAR IS NOT RESPONSIBLE FOR ADDITION COST OF FREIGHT IF BUILDING IS OVER HEIGHT DUE TO FINAL ENGINEERING OF BUILDING.</u>												
			CODES										
	2010 FBC Type 2B- SREF			x	Educational								
	Local Codes OR Approval IS NOT IN QUOTE												
	State Seals		x	Florida									
	Labels		x	MBI									
	CRA Approvals		x	Included									
	HWC Engineering		x	FOUR SETS OF SEALED PRINTS									
	TOTALS	NOTE: FOUR SETS OF SEALED PRINTS HAS BEEN PROVIDED, FOR ADDITIONAL SET ADD \$ 150.00 PER SET.											
			SF Cost:	88.01		TOTAL		\$123,210		\$136,900.00			

FOB Leesburg FL
 \$ 195.00 Emgy ballast (1)
 \$ 2,645.00 Ship Quincy FL
 \$ 3,500.00 Setup *
 \$ 2,184.00 Skirting **
 \$145,424.00 Total each
 < 2,500.00> order two deduct
 \$142,924.00 Secondary Bldg

 \$142,924.00 Building 2
 < 1907.00> deduct shower
 \$141,017.00 Primary Bldg***

OPTIONS		(Add-On's/Deducts to Above TOTAL)	
X	Skirting:no framing or vents)	44 Pieces @ 48In.X 32 In. Long.Or	15 Pieces 48 X 96 + \$566
1	Additional wall j-box-non-wired: add \$ 16.00 each		
2	Freight for modules, shipping legal height to Quincy, FL.- Add \$1,190 x (2)= \$2,380		
3	Remove (1) ADA shower stall complete w/ shower curtain for elementary school- Deduct <\$1,907>		
4	Add (1) emergency ballast to troffer light, 2/32, @ dental office only- Add \$175 (shown on drawing E-1)		
*	* setup includes dry stack block piers, tie down anchors and stitch interior/exterior mate seam		
**	** skirting includes pressure treated framing, Hardie Panel skirting & vents		
***	*** primary building is the same except without a shower - one master plan is used in order		
	to save the \$2,500 each		
	Note: If (2) identical buildings are ordered @ the same time, you may deduct <\$2,500> from building selling price shown.		

Quoted By: John Marzicola
 Approved By: Gene Hammond ghammond@mspaceholdings.com 727-412-4382

SIGNED SPECIFICATION SHEET IS REQUIRED PRIOR TO SCHEDULING OF NEW UNITS.
 THIS QUOTE IS SUBJECT TO REVIEW PENDING RECEIPT OF ANY WRITTEN SPECIFICATIONS AND DRAWINGS
 IF NONE WERE IN OUR POSSESSION ON THE ABOVE DATE. ANY CHANGES, ADDITIONS, OR RE-ARRANGEMENTS
 NECESSARY TO COMPLETE THE WORK OTHER THAN THOSE SPECIFIED ABOVE WILL BE AT DEALER EXPENSE.
**PRICE SHOWN IS SUBJECT TO CHANGE WITHOUT NOTICE, AFTER 30 DAYS, AT THE
 DESCRETION OF SOUTHEAST MODULAR MANUFACTURING.**

(1) NOTE: READ THIS QUOTE CAREFULLY. The items listed within this quotation are the only items
 included. (2) SUBSTITUTIONS: S.M.M. reserves the right to substitute materials that are equal to or
 better than that specified. (3) WARRANTY: S.M.M. One year warranty commences at the time of
 invoicing. Invoice will be issued when building is completed at factory.
 Note: Quotation is based solely on specifications contained herein

PAGE #4 of 4 Quote # E- 16278

Please note that these buildings are offered to you through our MSPACE contract with the School District of St. Lucie County
 item #3 a,b,c & d and complies both by square foot price and on the cost plus basis listed. Alternatively can be purchase through
 our Orange County School Board contract with them for Lot 18 item Medical Clinic Building.







ORANGE COUNTY PUBLIC SCHOOLS

Facilities and Construction Contracting

6501 Magic Way, Bldg. 100B, Orlando, Florida 32809 Telephone 407.317.3700 Fax 407.317.3765

July 1, 2014

M Space Holdings, LLC
6800 Gulfport Blvd STE201-846
S. Pasadena, FL 33707

Re: Executed Original Contract with Orange County Public Schools
ITB1310270, Portable Modular Buildings

Enclosed please find one (1) fully executed contract for the above referenced solicitation with Orange County Public Schools. If you have any questions, please do not hesitate to contact me by phone (407) 317-3200 Ext. 4147 or email, Christy.frazier@ocps.net .

Sincerely,

Christy R. Frazier
Procurement Clerk
Orange County Public Schools



ORANGE COUNTY PUBLIC SCHOOLS

FACILITIES & CONSTRUCTION CONTRACTING

6501 Magic Way, Orlando, Florida 32809 Telephone 407.317.3700
Fax 407.317.3765

CONTRACT AGREEMENT FOR PORTABLE MODULAR BUILDINGS

THIS AGREEMENT, made this 23rd day of April 2014, by and between the Orange County Public Schools, a Charter School District, existing under the laws of the State of Florida, hereinafter referred to as OCPS and **M Space Holdings, LLC**, hereinafter referred to as the "CONTRACTOR", for the mutual consideration of the covenants herein contained agree as follows:

WITNESSETH:

TERMS AND CONDITIONS

- I. **Term:** Upon approval by the School Board, the Agreement period shall be for two (2) years, beginning on **April 23rd, 2014** and ending on **April 23rd, 2016**. This Agreement by mutual assent of the parties may be extended for two (2) additional one year periods or any portion thereof up to a cumulative total of four years.
- II. The unit prices and percentages specified herein (Exhibit A, Pricing Parameters) will remain firm for the period of this Agreement. All terms and conditions, addenda, correspondence and specifications of subject bid shall be incorporated and become an integral part of this Agreement.
- III. The CONTRACTOR shall maintain adequate stock and have sufficient quantities of supplies/equipment to meet the estimated requirements of Orange County Public Schools on an "as needed" basis.
- IV. **Favored Nation Clause:** Based on similar size and quantity, it is understood that the supplier is providing OCPS the same or better pricing of other Districts and governmental agencies. If during the term of this Contract, OCPS locates better pricing for the same item, supplier agrees to offer the District the reduced price.
- V. This Agreement may be cancelled by OCPS with 30 days written notice to the CONTRACTOR.
- VI. **Jessica Lunsford Act:** CONTRACTOR and any of his employees performing services hereunder shall comply with the Jessica Lunsford Act screening requirements effective September 1, 2005. "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. Contractual personnel shall include any vendor, individual or entity under contract with the school board."

IN WITNESS WHEREOF, the parties have made and executed this Agreement on the respective dates under each signature, Orange County Public Schools and CONTRACTOR, duly authorized to execute same.

CONTRACTOR

WITNESS (Contractor):

Gina T Bagley
Signature

Gina Bagley
Name (Type or Print)

CORP

For Contractor:

M Space Holdings, LLC
Firm Name

Dale Goebel, COO
Name & Title (Type or Print)

Signature Dale Goebel

NOTARY PUBLIC

STATE OF: Georgia COUNTY OF: Coffee

The foregoing instrument was acknowledged before me this 5th day of June

20 14 by Dale Goebel who has produced

He is personally known by me
as identification and who did (did not) take an oath.

Notary Name: Myra Thomas

Notary Public Signature: [Signature]

Commission Number: W-00154121

My Commission Expires: Notary Public, Coffee County, Georgia
My Commission Expires Oct. 15, 2016

ORANGE COUNTY PUBLIC SCHOOLS

ATTEST:
By Nila A. Anderson 6/23/14
Nila A. Anderson

For Orange County Public Schools:

By [Signature]
Michael A. Eugene, Chief Operations Officer

Date 6/23/14

Reviewed by: [Signature] 6/19
Reviewer

EXHIBIT "A"
PRICING PARAMETERS
M Space Holdings, LLC

LOT 2	Unit of Measurement	Purchase Price Total (includes delivery & setup)
PURCHASE		
Type IIB, SIP Panel Construction Steel Frame Modular or Equivalent ①		
Portable Classroom 24' x 36' "DRY"	per bldg	\$68,941.00
Portable Classroom 24' x 36' "WET"	per bldg	\$73,674.00
Portable Classroom 36' x 36' "DRY"	per bldg	\$108,310.00
Portable Classroom 36' x 36' "WET" (one restroom)	per bldg	\$113,433.00
Portable Classroom 36' x 36' "WET" (two restrooms)	per bldg	\$117,046.00
Portable Classroom 48' x 36' "DRY"	per bldg	\$133,388.00
Portable Classroom 48' x 36' "WET" (one restroom)	per bldg	\$138,510.00
Portable Classroom 48' x 36' "WET" (two restrooms)	per bldg	\$142,264.00
Men's Restroom 12' x 36'	per bldg	\$70,621.00
Women's Restroom 12' x 36'	per bldg	\$72,621.00
Women's/Men's Restroom Combination 12' x 36'	per bldg	\$72,621.00

LOT 4	Unit of Measurement	Purchase Price Total (includes delivery & setup)
PURCHASE		
Type IIB, Steel Frame Modular, Classroom, "Side stackable" or Equivalent ②		
Portable Classroom 24' x 36' "DRY"	per bldg	\$68,741.00
Portable Classroom 24' x 36' "WET"	per bldg	\$73,863.00

LOT 5 (Alternate)	Unit of Measurement	Unit Price
LEASE		
Type IIB, Steel Frame Modular Classroom, Side stackable design, zero side clearance separation or Equivalent ③		
Portable Classroom 24' x 36' "DRY" Monthly Lease Price	per bldg	\$1,814.00
Portable Classroom 24' x 36' "DRY" Delivery & Setup Costs	per bldg	\$3,611.00
Portable Classroom 24' x 36' "DRY" Dismantle & transportation costs	per bldg	\$3,600.00
Portable Classroom 24' x 36' "WET" Monthly Lease Price	per bldg	\$1,957.00
Portable Classroom 24' x 36' "WET" Delivery & Setup Costs	per bldg	\$3,611.00
Portable Classroom 24' x 36' "WET" Dismantle & transportation costs	per bldg	\$3,600.00

LOT 6	Unit of Measurement	Purchase Price Total (includes delivery & setup)
<u>PURCHASE</u>		
<u>Type IIB, Steel Frame Modular Classroom, Side stackable design, zero side clearance separation or Equivalent ③</u>		
Portable Classroom 24' x 36' "DRY"	per bldg	\$65,113.00
Portable Classroom 24' x 36' "WET"	per bldg	\$69,949.00

LOT 8	Unit of Measurement	Purchase Price Total (includes delivery & setup)
<u>PURCHASE</u>		
<u>Type IIB, Steel Frame Modular Classroom Standard, or Equivalent ④</u>		
Portable Classroom 24' x 36' "DRY"	per bldg	\$65,113.00
Portable Classroom 24' x 36' "WET"	per bldg	\$69,949.00
Portable Classroom 36' x 36' "DRY"	per bldg	\$102,294.00
Portable Classroom 36' x 36' "WET" (one restroom)	per bldg	\$107,131.00
Portable Classroom 36' x 36' "WET" (two restrooms)	per bldg	\$110,544.00
Portable Classroom 36' x 56' "DRY"	per bldg	\$135,553.00
Portable Classroom 36' x 56' "WET" (one restroom)	per bldg	\$140,390.00
Portable Classroom 36' x 56' "WET" (two restrooms)	per bldg	\$144,058.00
Portable Classroom 48' x 36' "DRY"	per bldg	\$125,980.00
Portable Classroom 48' x 36' "WET" (one restroom)	per bldg	\$130,816.00
Portable Classroom 48' x 36' "WET" (two restrooms)	per bldg	\$134,362.00
Portable Classroom 24' x 56' "DRY"	per bldg	\$106,333.00
Portable Classroom 24' x 56' "WET" (one restroom)	per bldg	\$111,170.00
Portable Classroom 24' x 56' "WET" (two restrooms)	per bldg	\$114,600.00
Portable Classroom 24' x 40' "DRY"	per bldg	\$80,107.00
Portable Classroom 24' x 40' "WET" (one restroom)	per bldg	\$81,574.00
Portable Classroom 24' x 60' "DRY"	per bldg	\$108,509.00
Portable Classroom 24' x 60' "WET" (two restrooms)	per bldg	\$116,776.00

LOT 10	Unit of Measurement	Purchase Price Total (includes delivery & setup)
<u>PURCHASE</u>		
<u>Type IIB, Steel Frame Modular Restroom Building Standard, or Equivalent ④</u>		
12' x 30' Men/Women Combination Rest Room Building	per bldg	\$62,816.00
12' x 42' Men/Women Combination Rest Room Building	per bldg	\$68,372.00

		setup)
<u>PURCHASE</u>		
<u>Type V, Wood Frame Building, Multiple Floors 12' x 56'</u>		
End floor Unit (per floor)	per floor	\$32,032.00
End floor Unit w/Restrooms (per floor)	per floor	\$40,027.00
Center floor Unit (per floor)	per floor	\$29,050.00
Medical Clinic w/X-Ray room 28' x 72'	per floor	\$166,256.00
Medical Clinic w/X-Ray room 42' x 60'	per floor	\$225,881.00

<u>LOT 21</u>	Unit of Measurement	Unit Price
<u>Additional items</u>		
Turbine Attic Ventilators Installed (in storage unit) including labor & material	ea	\$150.00
Installation of additional Restroom including labor & material.	ea	\$7,000.00
Charge to install all vinyl flooring instead of carpet in classroom including labor & Material.	per s.f.	\$2.00
Labor and material to clean coils of portable Air conditioning system complete per unit.	ea.	\$130.00
Installation of additional 36" exterior door including labor & material (not including professional services or certification).	ea	\$2,500.00
Building Modification Labor Rate per hour.	hour	\$40.00
Materials, Sub-contractors and Rental equipment (to be furnished by Vendor, if and when requested by the School Board) shall be at Vendor's actual cost, plus percentage bid, as specified (percentage mark-up shall not exceed 10%). Supporting documentation (proposals, quotes, receipts, invoices, etc.) will be required.*****	%	10

24' x 36' Men/Women Combination Rest Room Building	per bldg	\$127,855.00
24' x 40' Men/Women Combination Rest Room Building	per bldg	\$141,189.00
12' x 36' Women's Combination Rest Room Building	per bldg	\$69,821.00
12' x 36' Men's Combination Rest Room Building	per bldg	\$66,821.00
12' x 36' Men/Women Combination Rest Room Building	per bldg	\$69,821.00

<u>LOT 12</u>	Unit of Measurement	Purchase Price Total (includes delivery & setup)
<u>PURCHASE</u> <u>Type IIB , Steel Frame Modular Office & Multipurpose Buildings Standard, or Equivalent ④</u>		
Office Building 24' x 56' "WET" (two restrooms)	per bldg	\$114,600.00
Non-Instructional Unit 24' x 56' "DRY"	per bldg	\$106,333.00
Non-Instructional Unit 24' x 56' "WET" (two restrooms)	per bldg	\$114,600.00
Approximately 1300 s.f. Multipurpose Building	per bldg	\$105,744.00
Approximately 2000 s.f. Multipurpose Building	per bldg	\$162,567.00
Approximately 3000 s.f. Multipurpose Building	per bldg	\$242,777.00
48' x 56' Multipurpose Building	per bldg	\$186,787.00
56' x 68' Multipurpose Building	per bldg	\$264,366.00
72' x 56' Multipurpose Building	per bldg	\$289,875.00

<u>LOT 14</u>	Unit of Measurement	Purchase Price Total (includes delivery & setup)
<u>PURCHASE</u> <u>Type IIB , Steel Frame Modular Classroom, Portable Slot Replacement design or Equivalent ⑤</u>		
Portable Classroom 24' x 36' "DRY"	per bldg	\$68,941.00
Portable Classroom 24' x 36' "WET"	per bldg	\$73,674.00

<u>LOT 16</u>	Unit of Measurement	Purchase Price Total (includes delivery & setup)
<u>PURCHASE</u> <u>Type V, Wood Frame Buildings</u>		
Office Building w/one restroom, 12' x 40'	per bldg	\$27,171.00
Office Building w/one restroom, 12' x 52'	per bldg	\$37,955.00
Office Building w/one restroom, 12' x 56'	per bldg	\$36,584.00
Office Building w/one restroom, 24' x 56'	per bldg	\$71,949.00

<u>LOT 18</u>	Unit of Measurement	Purchase Price Total (includes delivery & setup)
----------------------	----------------------------	---

R. Smith

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 11a

Date of School Board Meeting: March 24, 2015

TITLE OF AGENDA ITEM: School Field Trip Requests (Out-of-State) – Havana Elementary

DIVISION: Pre-K – 12 Education

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

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

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

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Rosalyn W. Smith

POSITION: Deputy Superintendent

INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

2015 MAR 25 PM 7:30
OFFICE OF THE SUPERINTENDENT
HAVANA ELEMENTARY SCHOOL

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

FIELD TRIP REQUEST

SCHOOL: Havana Elementary School	CONTACT FOR FIELD TRIP: Cathy Holmes
--	--

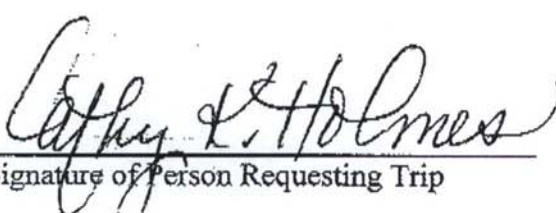
DATE OF TRIP: May 14, 2015	WHO IS ATTENDING: (grade/organization) 4 th & 5 th Grade
--------------------------------------	--

LOCATION: Wild Adventures	TRAVELING BY: <input type="checkbox"/> School bus <input checked="" type="checkbox"/> Charter bus
-------------------------------------	---

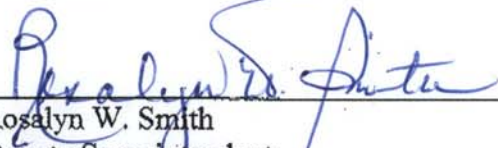
PURPOSE:

The purpose of the trip is to allow students to have real life experiences so that they will be capable of determining speed, velocity, time, energy, and potential energy by participating on some of the parks most popular rides. Students will be able to investigate and describe that the more mass an object has, the less effect a given force will have on the object's motion. This will deepen their understanding of science standards SC.5.P.13.3 SC.4.P.12.1.

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


Signature of Person Requesting Trip


Approval of Principal (signature required)

<input checked="" type="checkbox"/> APPROVED	<input type="checkbox"/> DENIED
 Rosalyn W. Smith Deputy Superintendent	3/2/15 Date

Note: Request must be approved by School Board in the March meeting. Please a copy of the Certificate of Liability Insurance.

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



Wild Adventures Field Trip Adventures Itinerary May 14, 2015

- Depart Havana Elementary: 8:00 am
- Arrive at Wild Adventures: 10:00 am
- Load Buses: 4:00pm
- Depart Wild Adventures: 4:15 pm
- Arrive at Ole Times: 4:30 pm
- Load Bus: 5:45 pm
- Depart Ole Times Country Buffet: 6:00pm
- Arrive at Havana Elementary: 7:30 pm

Fifth Grade
HAVANA ELEMENTARY SCHOOL
705 U.S. 27 SOUTH
HAVANA, FLORIDA 32333
850 662 - 2670

February 27, 2015

Dear Parents,

Thank you for your continued support this year.

The fifth grade teachers have begun to make tentative plans for our end of the year activities. The students have decided to go to **Wild Adventures**, for our end of the year field trip. The trip is scheduled for **May 14, 2015** and the cost is **\$90.00**. The price includes bus travel, park entry, t-shirt, bag and dinner at a local restaurant. Students will need additional money to purchase breakfast, souvenirs, and snacks on the field trip. **No food is allowed on the bus**. We have also decided to set up a payment plan, which is listed below. **However, we will accept full payment. Please also note that proper behavior is required for participation on the field trip. A behavior chart will be sent home soon.**

Payment Due Dates

March 6, 2015 - \$30.00	-Seat Deposit
March 31, 2015 - \$30.00	
April 24, 2015 - \$30.00	

Child's Name: _____

Parent (Guardian's) Name: _____

_____ Yes, my child will attend this field trip.

_____ No, my child will not attend this field trip.

_____ Yes, I will chaperone this field trip.

Parent/Guardian's Signature

Return bottom portion to student's homeroom teacher. Retain top portion for your records.

4th & 5th grade Wild Adventures Field Trip 2015 Havana Elementary School

Participants

- 1.
- 2.
- 3.
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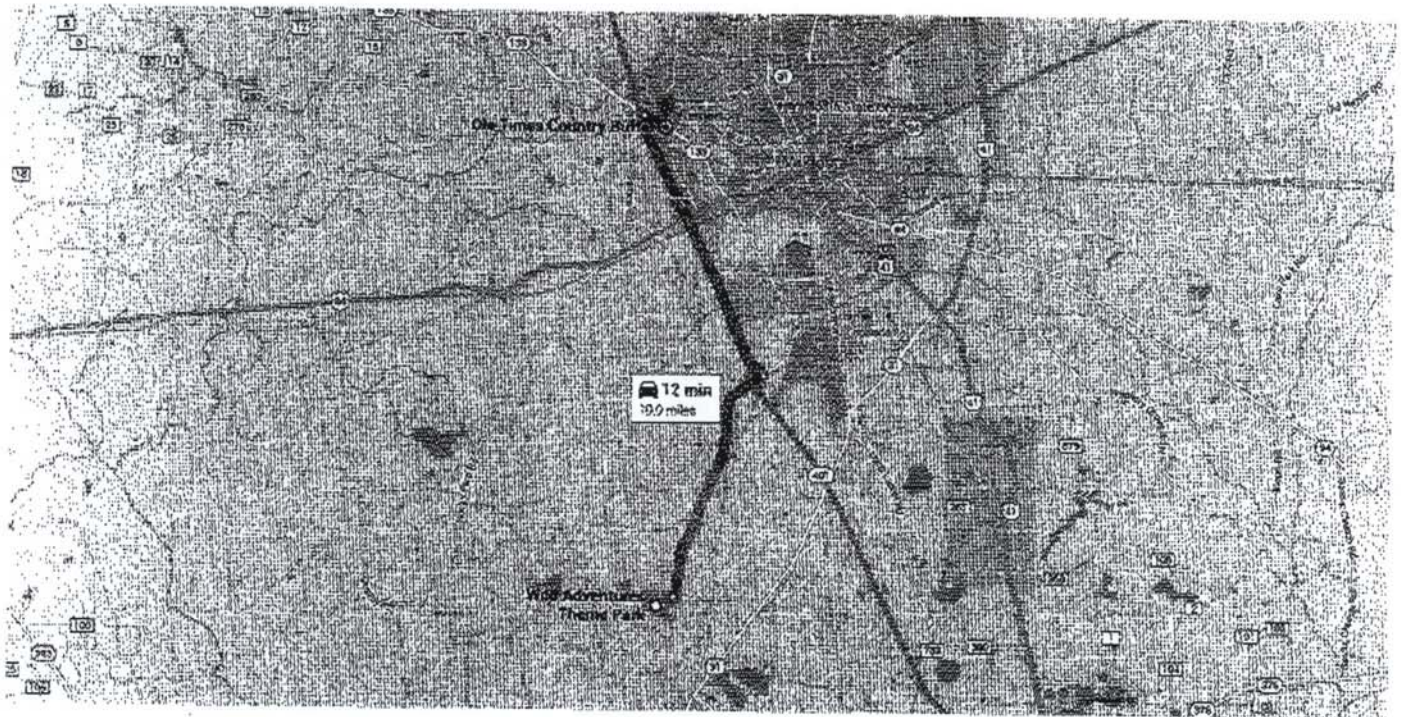
Chaperones

1. Cathy Holmes
2. Shanterria Robinson
3. Yashica Washington
4. Shaylanqua Smith
5. Audrey Taylor
6. Frank Holmes
7. Faith Holmes



Drive 10.0 miles, 12 min

Directions from Wild Adventures Theme Park to Ole Times Country Buffet



Wild Adventures Theme Park

3766 Old Clyattville Road, Valdosta, GA 31601

1. Head west



135 ft

2. Turn left toward Old Clyattville Rd



0.1 mi

3. Turn left onto Old Clyattville Rd



4.4 mi

4. Turn left to merge onto I-75 N



4.9 mi

5. Take exit 18 for GA-133 toward Valdosta/Moultrie



0.2 mi

6. Turn right onto GA-133 S/St Augustine Rd



Destination will be on the left

0.4 mi

Ole Times Country Buffet

1193 Saint Augustine Road, Valdosta, GA 31601

Mike's Limousine Service, Inc.
3109 W. Tennessee St. Tallahassee, FL 32304
(850) 224-5466 Fax (850) 224-0827
www.limomike.com

Event Date: 5/14
Thursday

Havana Eten
Customer Name

Bus
Vehicle

Credit Card

56
Occasion # of People

Expiration Date

CVVC

LV Time 8:00 PM PU 8:00 AM

Billing Address

Yashica m w + 9 mail 8:00 PM Return

	Scheduled	Overtime	Total
Rate per Hour			
Number of Hours			
Fuel Surcharge			
Driver Fee			
Total	<u>950.00</u>		

Rental Agreement

It's our pleasure to be of service to you. Our staff keeps our vehicles in excellent condition and it is of the utmost importance that all clients act in a responsible manner to preserve the condition of the vehicles. Smoking and eating are prohibited in all of our vehicles. The client is responsible for their guests in ALL REGARDS to rules and regulations. A damage to the rented vehicle owned by this company will be charged in full to a customer that contracted with Mike's Limousine Service, Inc. whether by accident, neglect, or intent. Our company cannot be held responsible for delays or inconvenience due to traffic, unknown or unforeseen mechanical failures, situations deemed "Acts of God".

50% Cancellation Fee

Damage Deposit

A damage deposit in the amount of \$200.00 per vehicle will be secured with the credit card provided to secure your rental. If damages exceed deposit, additional deposit will be required or rental will be terminated.

Fee Schedule:

Smoking (including lighting a cigarette)	\$100.00
VOMIT (each occurrence)	\$200.00
Eating in Limo:	\$100.00
Spills:	\$75.00
Excessively Dirty Interior (Limo)	\$50.00
Excessively Dirty Interior (Bus)	\$150.00
Broken or Missing glassware	\$10.00 Each

50% Deposit
check to reserve
Balance due on pickup

Termination of Service

- > If the client becomes incapacitated, the run is terminated unless another individual chooses to secure the deposit with a credit card. The client can appoint one person to be responsible on their behalf at the beginning of the run.
- > If the client or their guests become unruly or violate safe operation procedures, the rental will terminate immediately. NO REFUND given.
- > While transporting ANY minors if ANY alcohol is found in the vehicle or a minor is found visibly impaired, the rental terminates immediately and NO REFUND given.

The original client is responsible for overtime fees and authorizes those charges to be charged to their credit card (overtime rounded to the next 1/2 hour.) In the event that your check is returned, we have your permission to charge the whole amount plus \$25.00 service fee to the credit card listed on this contract. We are not responsible for items left, lost, or stolen while riding in our vehicles. We have a lost and found box at Mike's Limousine Service, Inc. located @ 3109 W. Tennessee St. Tallahassee, FL 32304.

I agree to these terms

Client

Mike's Limousine Service Representative

Mileage out:

PU Address: 705 W. 125 Ave 27

Mileage in:

DO Address: Wish Adventures

PU Time:

Contact Info: 850-241-8401 - Yashica

Drop Time:

Cancellation Fee: 50%

Rock Glass:

Payment Method: Check on PU Cash on PU Adv Payment Bill to CC

Wine Glass:

Booked By: TEOR Booked on: 2/25 Driver:



CERTIFICATE OF LIABILITY INSURANCE

MIKES-6

OP ID: GJ

DATE (MM/DD/YYYY)
12/08/14

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

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

PRODUCER TIB Transportation Ins. Brkrs 425 West Broadway, Suite 400 Glendale, CA 91204		Phone: 818-246-2800 Fax: 818-246-4690	CONTACT NAME: PHONE (A/C, Ho, Ext): E-MAIL ADDRESS:	FAX (A/C, No):
INSURED Mike's Limousine Service, Inc 3109 West Tennessee St Tallahassee, FL 32304		INSURER(S) AFFORDING COVERAGE INSURER A: RLI Insurance INSURER B: INSURER C: INSURER D: INSURER E: INSURER F:		

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

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

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY			LGB0013882	11/26/14	11/26/15	EACH OCCURRENCE \$ 1,000,000
	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY						DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 50,000
	<input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR						MED EXP (Any one person) \$ 5,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						PERSONAL & ADV INJURY \$ 1,000,000
	<input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC						GENERAL AGGREGATE \$ 1,000,000
A	AUTOMOBILE LIABILITY			LFB0016232	11/26/14	11/26/15	PRODUCTS - COMPROP AGG \$ EXCLUDED
	<input type="checkbox"/> ANY AUTO						COMBINED SINGLE LIMIT (Ea accident) \$ 5,000,000
	<input type="checkbox"/> ALL OWNED AUTOS <input checked="" type="checkbox"/> SCHEDULED AUTOS						BODILY INJURY (Per person) \$
	<input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS						BODILY INJURY (Per accident) \$
	UMBRELLA LIAB						PROPERTY DAMAGE (Per accident) \$
	EXCESS LIAB						\$
	DED						EACH OCCURRENCE \$
	RETENTION \$						AGGREGATE \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY						\$
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)						WC STATUTORY LIMITS
	If yes, describe under DESCRIPTION OF OPERATIONS below						OTH-ER
							E.L. EACH ACCIDENT \$
							E.L. DISEASE - EA EMPLOYEE \$
							E.L. DISEASE - POLICY LIMIT \$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

Certificate holder is listed as additional insured but only to the extent that the certificate holder is held liable for the conduct of the named insured.

CERTIFICATE HOLDER**CANCELLATION**

SCHECKH	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE

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ACORD 25 (2010/05)

The ACORD name and logo are registered marks of ACORD

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

FIELD TRIP REQUEST

SCHOOL: Havana Elementary School	CONTACT FOR FIELD TRIP: Ashley Griffin 8506622670 ext. 4630
--	--

DATE OF TRIP: May 14, 2015	WHO IS ATTENDING: (grade/organization) Second Grade at Havana Elementary School
--------------------------------------	---

LOCATION: Wild Adventures Valdosta, Ga	TRAVELING BY: _____ School bus <input checked="" type="checkbox"/> Charter bus
--	--

PURPOSE:

The HES second grade team would like to offer our students a day full of learning, as well as, excitement, fun, and adventure. Wild Adventures offer an educational experience that will last a lifetime and that will allow our students to become an active participant in the subjects of animal habitats, behaviors, life cycles, and conservation.

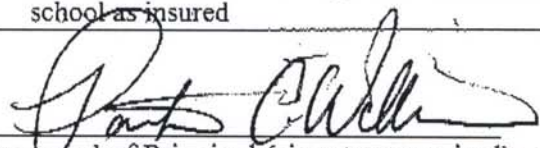
SCHOOL BUS – Required items for approval:

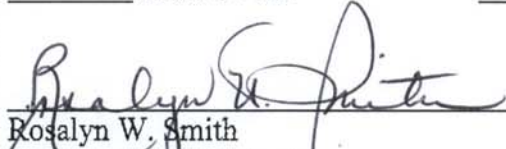
1. Principal's signature
2. Complete list of participants and chaperones
3. Complete final itinerary

CHARTER BUS – Required items for approval:

1. Principal's signature
2. Complete list of participants and chaperones
3. Complete final itinerary
4. Copy of charter bus contract with signatures
5. Proof of Insurance showing either district or school as insured


 Signature of Person Requesting Trip


 Approval of Principal (signature required)

<input checked="" type="checkbox"/> APPROVED <input type="checkbox"/> DENIED  Rosalyn W. Smith Deputy Superintendent	Date <u>3/4/15</u>
--	--------------------

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

**Second Grade
Wild Adventures Field Trip Itinerary
May 14, 2015**

**7:30 am – 7:45 am
Breakfast at HES**

**8:00 am
Leaving HES**

**9:30 am
Arriving at Wild Adventures**

Lunch is on your own (students have \$10 meal vouchers)

**5:00 pm
Meeting at the bus**

**5:15 pm
Leaving Wild Adventures**

**6:45 pm
Returning to HES**

2ND GRADE WILD ADVENTURES FIELD TRIP PERMISSION FORM



Where: Wild Adventures

When: May 14, 2015, 8:00am-6:00 pm

Cost: \$70.00

This includes transportation, admission, and a \$10 meal voucher.

Cost can be split up into 4 payments*:

\$10-January 22, 2015**

\$20-February 5, 2015**

\$20-March 5, 2015

\$20- April 2, 2015

*A missed payment could result in loss of your child spot.

** This is a non-refundable deposit.

The HES 2nd Grade will be sponsoring an End of the Year field trip to Wild Adventures. The cost of the trip includes transportation, admission to Wild Adventures, and a \$10 meal voucher. The meal voucher is valid for \$10 total at any participating restaurant in the park. The voucher must be spent in one location and NO change will be given. Attending a field trip is a privilege, this privilege will be based on academics and behavior at school. In order to attend the field trip **ALL** forms and payments must be turned in on time.

Please return this permission slip by January 22.

I give permission for my child _____ to attend the field trip to Wild Adventures on Thursday, May 14, 2015, 8:00am-6:00 pm.

Please send \$70.00 or the first payment of \$10 (exact cash or money order made payable to **Havana Elementary School**) with this permission form.

I give permission for my child to attend the Wild Adventures Field trip. I will be at the school by 5:30 to pick my child up.

Parent/Guardian signature

Date

I would like: ☐ to chaperone (\$65 w/o meal voucher) ☐ I have turned in a volunteer form.

Special instructions for my child:

☐ my child has medication they will need to take during that time.

What medication? _____

☐ my child has a medical condition that chaperones need to know about.

Details: _____

☐ Special Instructions: _____

Emergency contact:

Name: _____

Phone: _____

Name: _____

Phone: _____

In case of an emergency, I give permission for my child to receive medical treatment.

Parent/Guardian signature

Date

FOR TEACHER USE ONLY:

☐ Paid in Full on _____

☐ First payment of \$10 paid on _____

☐ Second payment of \$20 paid on _____

☐ Third payment of \$ 20 paid on _____

☐ Fourth payment of \$20 paid on _____

☐ Parent Chaperone Who? _____ Form at District? Yes or No

Second Grade Wild Adventures Field Trip List

Mrs. Jordan/201

- 1.)
- 2.)
- 3.)
- 4.)
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- 10.

Ms. Davis/203

- 1.)
- 2.)
- 3.)
- 4.)
- 5.)
- 6.)
- 7.)
- 8.)

Ms. Griffin/204

- 1.)
- 2.)
- 3.)
- 4.)
- 5.)
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- 11.)
- 12.)
- 13.)

Ms. Allen/202

- 1.)
- 2.)
- 3.)
- 4.)
- 5.)

Second Grade Wild Adventures Field Trip List

Chaperone List

Mrs. Jordan/201

- 1.) Mrs. Jordan (teacher)
- 2.) Latasha Glenn (E. Ealy)
- 3.) Kim Sailor (D. Sailor)
- 4.) Mrs. Lightfoot Brown (S. Brown)

Ms. Allen/202

- 1.) Ms. Allen (teacher)
- 2.) Keyshonda Denson (T. Richardson)
- 3.) Ambrea Blair (M. Lowe)

Ms. Davis/203

- 1.) Mrs. Atkins (AP)
- 2.) Stephanie Smith (I. Smith)
- 3.) Annie Green (D. Green)

Ms. Griffin/204

- 1.) Ms. Griffin (teacher)
- 2.) LaShonda Cooper (D. Grant)
- 3.) Erica Gurley (D. Gurley)
- 4.) Bernadette Chambers (J. McNealy)
- 5.) Candice Reed-Newsome (M. Newsome)
- 6.) Jose Mecred (J. Desena)
- 7.) Lorinzo Grant (A. Grant)

Mike's Limousine Service, Inc.
3109 W. Tennessee St. Tallahassee, FL 32304
(850) 224-5466 Fax (850) 224-0827
www.limomike.com

Event Date: 5/14

Havana Elem Indgrade
Customer Name

Prevest
Vehicle

Credit Card

Occasion 57
of People

Expiration Date CVVC

LV Time 8am PU

Billing Address

D/O Time 6:30pm Return

griffina@gcpsmail.com
Email

	Scheduled	Overtime	Total
Rate per Hour			
Number of Hours			
Fuel Surcharge			
Driver Fee			
Total	<u>890.00</u>		

Rental Agreement

It's our pleasure to be of service to you. Our staff keeps our vehicles in excellent condition and it is of the utmost importance that all clients act in a responsible manner to preserve the condition of the vehicles. Smoking and eating are prohibited in all of our vehicles. The client is responsible for their guests in ALL REGARDS to rules and regulations. Any damage to the rented vehicle owned by this company will be charged in full to the customer that contracted with Mike's Limousine Service, Inc. whether by accident, neglect, or intent. Our company cannot be held responsible for delays or inconveniences due to traffic, unknown or unforeseen mechanical failures, situations deemed "Acts of God".

50% Cancellation Fee

Damage Deposit

A damage deposit in the amount of \$200.00 per vehicle will be secured with the credit card provided to secure your rental. If damages exceed deposit, additional deposit will be required or rental will be terminated.

Fee Schedule:

Smoking (including lighting a cigarette)

\$100.00

VOMIT (each occurrence)

\$200.00

Eating in Limo:

\$100.00

Spills:

\$75.00

Excessively Dirty Interior (Limo)

\$50.00

Excessively Dirty Interior (Bus)

\$150.00

Broken or Missing glassware

\$10.00 Each

*Requires 50% down
Deposit to
Secure Calendar
Spot.*

Termination of Service

- If the client becomes incapacitated, the run is terminated unless another individual chooses to secure the deposit with cash or a credit card. The client can appoint one person to be responsible on their behalf at the beginning of the run.
- If the client or their guests become unruly or violate safe operation procedures, the rental will terminate immediately and NO REFUND given.
- While transporting ANY minors if ANY alcohol is found in the vehicle or a minor is found visibly impaired, the rental will terminate immediately and NO REFUND given.

The original client is responsible for overtime fees and authorizes those charges to be charged to their credit card (overtime is rounded to the next 1/2 hour.) In the event that your check is returned, we have your permission to charge the whole amount plus \$25.00 service fee to the credit card listed on this contract. We are not responsible for items left, lost, or stolen while riding in our vehicles. We have a lost and found box at Mike's Limousine Service, Inc. located @ 3109 W. Tennessee St. Tallahassee, FL 32304.

I agree to these terms Ashley Griffin
Client

Mike's Limousine Service Representative

Mileage out: _____

PU Address: Havana Elem

Mileage in: _____

DO Address: Wild Advent

PU Time: _____

Contact Info: 954-805-3862 Ashley Griffin

Drop Time: _____

Cancellation Fee: _____

Rock Glass: _____

Pymnt Method: Check on PU Cash on PU Adv Pymnt Bill to CC

Wine Glass: _____

Booked By: TEP Booked on: _____ Driver: _____



CERTIFICATE OF LIABILITY INSURANCE

MIKES-6

OP ID: GJ

DATE (MM/DD/YYYY)

12/08/14

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

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

PRODUCER TIB Transportation Ins. Brkrs 425 West Broadway, Suite 400 Glendale, CA 91204		Phone: 818-246-2800 Fax: 818-246-4690	CONTACT NAME: PHONE (A/C, No., Ext.): E-MAIL ADDRESS:	FAX (A/C, No.):
INSURED Mike's Limousine Service, Inc 3109 West Tennessee St Tallahassee, FL 32304		INSURER(S) AFFORDING COVERAGE		
		INSURER A: RLI Insurance		
		INSURER B:		
		INSURER C:		
		INSURER D:		
		INSURER E:		
		INSURER F:		

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

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

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR			LGB0013882	11/26/14	11/26/15	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 50,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 1,000,000 PRODUCTS - COMP/OP AGG \$ EXCLUDED
A	<input type="checkbox"/> AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS			LFB0016232	11/26/14	11/26/15	COMBINED SINGLE LIMIT (Ea accident) \$ 5,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
	<input type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> DED <input type="checkbox"/> RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ WC STATUTORY LIMITS \$ OTHER \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N	N/A				E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

Certificate holder is listed as additional insured but only to the extent that the certificate holder is held liable for the conduct of the named insured.

CERTIFICATE HOLDER

SCHECKH

CANCELLATION

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

R. Smith

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 11b

Date of School Board Meeting: March 24, 2015

TITLE OF AGENDA ITEM: School Field Trip Requests (Out-of-State) – James A. Shanks Middle School

DIVISION: Pre-K – 12 Education

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

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

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

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Rosalyn W. Smith

POSITION: Deputy Superintendent

INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

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

SCHOOL: JASMS	CONTACT FOR FIELD TRIP: Stain Norton
-------------------------	--

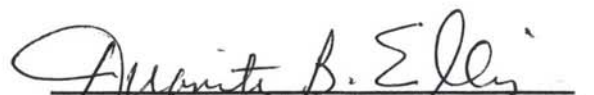
DATE OF TRIP: 4/23/15	WHO IS ATTENDING: (grade/organization) 6-8 Band Students
---------------------------------	--

LOCATION: Thomasville GA	TRAVELING BY: <input checked="" type="checkbox"/> School bus <input type="checkbox"/> Charter bus
------------------------------------	---

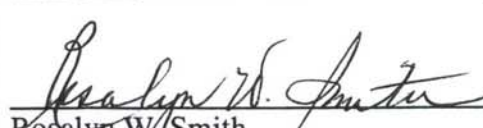
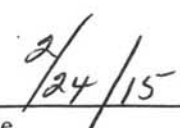
PURPOSE: Parade to be used as an incentive for academic progress.

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


Signature of Person Requesting Trip


Approval of Principal (signature required)

* Approved pending School Board approval on March 24, 2015.

<input checked="" type="checkbox"/> APPROVED	<input type="checkbox"/> DENIED
 Rosalyn W. Smith Deputy Superintendent	 Date

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

BAND TRIP PERMISSION SLIP

Rose Bud Parade-Thomasville, Georgia

See itinerary for detailed information pertaining to bus departure and estimated time of pickup

Dear Parents/Guardians,

By signing this form you are giving your child permission to attend band events where transportation is being provided on the district school buses and or charter buses during the 2014-2015 school term. Once this form is signed, please **PUT THE PERFORMANCE DATES ON YOUR FAMILY CALENDAR** and commit to your child performing at each event. Additionally, we will send home an itinerary in advance of all events and will give early notification of any date cancelation or changes in advance of the event.

Note: This form must be signed and returned immediately in order to ride on the district school buses to and from band events. Additionally, if this form is not signed and re-turned before an event, it will be the responsibility of the parent to chaperone and to provide transportation for their child to and from band events. To remain eligible for trips and band participation, students must attend the 21st Century afterschool tutorial program daily.

ACADEMIC and BEHAVIOR EXPECTATIONS:

Students who are not meeting academic and conduct standards of the school will not be able to attend performances and or trips. The director will determine student eligibility prior to all trips and performances.

Student Name _____ Student Cell _____ Grade _____

Instrument Section _____ Auxiliary Squad _____

I, (Ms. Mrs. Mr.) _____, give permission for my child to participate in all band events.

Parent's Name (print) _____

Parent's Signature _____

Parent's Cell _____

Student Emergency Medical Needs _____

Note: STUDENTS WITH ASTHMA MUST CARRY THEIR PUMP AT ALL TIMES.

Secondary contact person other than parent? _____

Cell or home phone _____

UNIFORM FEES SHOULD BE PAID IMMEDIATELY:

NEW STUDENT \$150 UNIFORM FEES TO THE QUINCY HOUSE

RETURNING STUDENT \$75 UNIFORM FEES TO THE QUINCY HOUSE

NEW AUXILIARY \$240 FRONT OFFICE

RETURNING AUXILIARY \$100 FRONT OFFICE

THANKS



Thursday: April 23, 2015 "Thomasville, Georgia Rose Bud Parade"

Band uniform attire: Band Uniform, band t-shirt and band shoes (Wear the band t-shirt to school with your warm-up. However, if you lost your band t-shirt, purchase a plain white t-shirt from Wal-Mart because we may not end up wearing the jacket if it is hot.)

Attire: Performance outfit with black leggings for dancers and majorettes. Auxiliary should have hair in a ponytail with orange, white and black ribbons

Parade Location: Thomasville, Georgia

Report to band room.....2:45pm

Load buses.....3:30pm

Parade Line-up.....6:00pm

Show Time.....7:00pm

Parade route: Washington and broad to south on Broad Street turning left onto Smith Avenue to Crawford Street.

Dinner.....TBA

Estimated Return time.....9:45pm

Note: The director will send out a text and or students will contact parents if we are running behind schedule to give you an accurate pick-up time.

Items needed: STUDENTS SHOULD REMEMBER TO BRING MOUTHPIECES and BUY REEDS IF NEEDED

Chaperones: Parents who would like to chaperone please contact Mrs. Bryant at 850-322-0489

Spending Money \$10.00



Friday: April 24, 2015 "Relay for Life"

Band attire: Wind suit, Jeremy t-shirt and band shoes. We will also, use this shirt for the annual Band Elementary Tour in May)

Attire: To be announced by coaches.

Report to MLK Track Field.....5:00pm

Location: Martin Luther King Boulevard

Note: Transportation will not be provided since this is a local event. Therefore parents will need to chaperone their band student after the performance so that your child would have immediate transportation home following the event. Please make arrangements with family and friends if you are not able to chaperone and or provide transportation for your child.

Items needed: Spending money for vendor food items



Remember to start making plans to attend band camp this summer

2015 SHANKS CONCERT BAND		BUS CHECK 1	BUS CHECK 2
Teachers please allow the following students to report to the band room at _____ today. Principals signature _____			
FLUTES			
JA			
DE			
LYI			
KA			
SH			
KA			
AM			
TA			
CLARINETS			
D'Y			
MA			
AY			
SH			
SIE			
KIA			
NIY			
NY			
NIY			
JA			
BR			
HII			
MA			
SH			
AY			
EV			
AN			
DE			
TE			
KI/			
TY			
AN			
SAXOPHONES			
AN/			
OR			

KII			
TC			
TRUMPETS			
DAI			
TR/			
DOI			
DEI			
ALC			
DE:			
BARITONES			
DE			
FR			
TY			
TROMBONES			
JU			
SA			
CH			
TA:			
TU			
SH			
KE			
X'Z			
CONCERT PERCUSSION			
MA			
BR			
KEI			
AA			
GEI			
RO			
DE:			
DIA			

2015 SHANKS
BAND LIST CHAPERONE LIST
CAMETRA BRYANT
FELICIA CARTER
JAKIRA CUNNINGHAM
ASHLEY QUINTANILLA
SHEKINAH HALL
IRA HAMILTON
CARLOTTA HAMILTON
KEVIN WARD
MRS. JACOBS
MR. JACOBS
MRS. WASHINGTON
MRS. SIMMONS

R. Smith

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 11c

Date of School Board Meeting: March 24, 2015

TITLE OF AGENDA ITEM: School Field Trip Requests (Out-of-State) – St. John Elementary School

DIVISION: Pre-K – 12 Education

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

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

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

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Rosalyn W. Smith

POSITION: Deputy Superintendent

INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____
CHAIRMAN'S SIGNATURE: page(s) numbered _____

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

FIELD TRIP REQUEST


SCHOOL: St. John Elementary School	CONTACT FOR FIELD TRIP: Ms. J. Canidate & 1 st and 2 nd Grade Teachers
--	--

DATE OF TRIP: May 8 th 2015	WHO IS ATTENDING: (grade/organization) 1 st & 2 nd Grade students, teachers, and chaperones
--	---

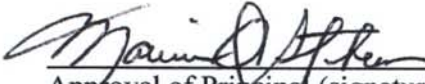
LOCATION: Wild Adventures Theme Park Valdosta, Georgia	TRAVELING BY: <input checked="" type="checkbox"/> School bus <input type="checkbox"/> Charter bus
---	---

PURPOSE: Educational Field Trip

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



 Signature of Person Requesting Trip



 Approval of Principal (signature required)

_____ APPROVED	_____ DENIED
_____ Rosalyn W. Smith Deputy Superintendent	_____ Date

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

**St. John Elementary School
1st and 2nd Grade Field Trip Itinerary
Wild Adventures
Valdosta, Georgia
Field Trip Date May 8, 2015**

7:15 a.m. Students arrive at school and eat breakfast

8:00 a.m. Bus Departs for Valdosta, Georgia

10:00 a.m. Bus Arrives at Wild Adventures Theme Park, tickets distributed

11:00 a.m. Park opens, check in

12:00 a.m. Lunch

1:00 p.m.-5:00 p.m. Activities Include: Birdhouse Aviary Experience, Petting Zoo, Tigers of India Exhibition, Fun with Physics Park rides, Alapaha Trail, and souvenir shops.

5:00 p.m. Students return to buses to begin reloading

5:45 p.m. Buses depart for return Trip to school

7:45 p.m. Buses arrive at school/Parents pick up students

****Parents, please be on time to pick up your child upon return to the school campus. Thank you for your support.**

Students please wear school uniform (red or black shirts).

Students may bring a change of clothing.

Students please bring extra spending money.

Entrance tickets and meal tickets for those who paid will be disbursed upon arrival at the theme park.

Thank you.



St. John Elementary School

"The Child — Our Top Priority"

Maurice D. Stokes
Principal

Abbye Dixon
Assistant Principal

4463 Bainbridge Hwy, Quincy, FL • Telephone (850) 627-3442 • Fax (850) 875-7270

TO: Gadsden County School Board and District Administrators
FROM: First and Second Grade Teachers
RE: Educational Experiences at Wild Adventures

The first and second grade teams at Saint John Elementary School are planning an educational and exciting exploration to the living classroom called Wild Adventures located in Valdosta, Georgia. This exciting opportunity will serve as an excellent destination for our students to become an active part in the areas of life science, physics, mathematics and more. Students gain exposure to an array of animal habitats. Additionally, this **exploration will address the following standards:**

SC.1.L.14.1 - *Make observations of living things and their environment using the five senses*

SC.2.L.17.2 - *Students recognize that plants and animals live in habitats that meet their needs*

SC.2.P.13.1 - *Students will investigate how forces change the way objects move*

SC.2.P.13.4 - *Students will demonstrate that the way an object moves depends on the amount of force applied to the object.*

Activities include but are not limited to:

Birdhouse Aviary Experience - Students will enter into the habitat of some of the most exotic birds on the planet and learn about them as they fly and walk around.

Petting Zoo - Students will meander through the petting zoo and enjoy hands-on experiences with sheep, goats, chickens, and more.

Tigers of India - Students discover the beautiful and majestic Bengal tiger of India and learn of its habitat.

Force and Motion - Students learn from observations of the roller coasters.

Fun with Physics - Students determine speed, time, distance and potential energy of some of the grade-level, age-appropriate rides.

The state standards listed above will assist in preparing students for Florida's science assessments. Attached are activities that our students will be required to complete before and after our exploration.

We are seeking your approval for this educational and illuminating experience.

WILD ADVENTURES THEME PARK

Lorikeet Landing

There are many birds to discover in Lorikeet Landing. Can you find some of them?



Black Cap Lorikeets



Budgie



Red Billed Hornbill



Rainbow Lorikeet



Goldies Lorikeet



Golden Pheasant



Red Crested Turaco

Fun Facts:

- Budgies are originally from Australia and are popular pets.
- The character Zazu, in the movie The Lion King, is a red-billed hornbill.
- Golden pheasants colors can fade if they are exposed to sun for long amounts of time. The forests they live in protect their vibrant colors.
- The Red Crested Turaco's call sound somewhat like a monkey.
- The Rainbow Lorikeet is a true parrot and primarily likes to eat seeds.
- Lory or lorikeet? The difference between the two is approximately the same as the difference between a parrot and a parakeet. Lory generally refers to a bird with a short tail, while lorikeets have a long tail. The words are synonymous.

What other birds and fun facts did you discover?



TIGERS OF INDIA

There is so much to learn and many interesting facts about our tigers. The following worksheet is an interactive lesson. As you watch the show, listen carefully for the answers to the following questions. If you don't hear the answer during the show, be sure to ask the animal handlers right after the show is finished!

1. How many color patterns can a Bengal tiger have? Can you name them?
2. What is the average weight for each the female and male Bengal tiger?
3. Do tigers 'purr' like a housecat?
4. In which type of environment does a Bengal tiger live?
5. What is the Bengal tiger's primary hunting technique?
6. Humans are classified as 'omnivores.' How is a tiger classified?
7. Aside from the fur patterns, can you name a major difference between tigers and lions?
8. How long do Bengal tigers typically live? In captivity? In the wild?
9. The Bengal tiger is listed as 'endangered.' What does that mean?
10. What is the estimated number of Bengal tigers left in the wild?
11. What are the main reasons that tigers are disappearing?
12. What effect would the extinction of the tiger have on it's environment?
13. After seeing the tigers in person, what most surprised you about them?
14. Of all the tigers you met today, which one was your favorite? Why?



Wild Adventures Petting Zoo

Our popular petting zoo allows you to get up close and personal. There are many different animals in the petting zoo throughout the year such as goats, sheep, chickens and rabbits.

Fill in the blanks:

Kitten	Milk	Hair	Wool
Eggs	Ears	Cheese	Grass

Goats

The African Pygmy Goat can produce over half a gallon of _____ a day. The milk is higher in fat and protein content than cow's milk and is known for making good butter, _____, and soaps. They are a smaller breed of goat.

Sheep

Hair sheep are not a cross between sheep and goats. They have the same number of chromosomes as woolled sheep. The primary difference between hair sheep and woolled sheep is the ratio of hair to wool fibers. All sheep have both types of fibers. Hair sheep have more _____ fibers and wool sheep have more _____ fibers. Woolled sheep need sheared. Hair sheep do not.

Chickens

There are 30 known types of chickens and hundreds of chicken breeds in existence. The physical traits used to distinguish chicken breeds are size, plumage color, comb type, skin color, number of toes, amount of feathering, earlobe color, egg color, and place of origin. They are also roughly divided by primary use, whether for _____, meat, or ornamental purposes, and with some considered to be dual-purpose.

Rabbits

There are many species of rabbit. The male is called a buck and the female is a doe; a young rabbit is a _____ or kit. Half the world's population is in North America. They have long _____ for better hearing and very strong back legs to protect themselves. Rabbits are herbivores, which mean they eat by grazing on _____ and leafy weeds.

Wild Adventures Field Trip 2015

St. John Elementary School

Attending Teachers and Chaperones

1st Grade

Mrs. Anita Allen

Ms. Jacquelin Canidate

Mrs. Andria Kindell

2nd Grade

Ms. Monroe

Mrs. DeMartini

Mr. Faulkner

Chaperones

Ms. Robinson (Americorp)

Ms. Edwards (Americorp)

Ms. Matthews (Americorp)

St. John Elementary School
1st & Second Grade Field Trip Wild
Adventures
Valdosta, Georgia

****Scheduled For May 8, 2015

Roster

1st Grade

All
Barbe
Brow
Butle
Shat
Calle
Cope
Diaz
Dray
Don
Gay
Jam
Dale
Tyre
Hill,
Hill,
Jav
Jac
Jer
Lar
Ma
Mil
Mir
Or
Or
Re
Re
T.
Te
E
E
S
V

Kevin Ward
Watson, Serenity
White, De'Janae
Tyler, York

2nd Grade

All

Bri

Ch

Da

Do

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SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 11d

DATE OF SCHOOL BOARD MEETING: March 24, 2015

TITLE OF AGENDA ITEM: Pre-K – 12 Adopted Courses

DIVISION: PK-12 Education

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

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

The attached Pre-K -12 adopted courses for the 2015-2016 school year are being submitted to the School Board for approval.

FUND SOURCE: NA

AMOUNT: NA

PREPARED BY: Dionne Mathews-Nelloms *DMN*

POSITION: Supervisor for Curriculum & Instruction

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 _____

Gadsden County Schools

Course Offerings



“Building A Brighter Future”

2015 – 2016

*Reginald C. James
Superintendent of Schools*

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GRADES PRE-K TO 5 EDUCATION COURSES

PRE-KINDERGARTEN	
Course Number	Course Name
5100520	District Head Start
5100530	District Title 1 PK
5100530	PK Other
5100560	School Readiness
5100570	VPK School Year Program
5100580	VPK Summer Program
ENGLISH/LANGUAGE ARTS	
5010010	ESOL E – English for Speakers of Other Language - Elementary
5010041	Language Arts Grade K
5010042	Language Arts Grade 1
5010043	Language Arts Grade 2
5010044	Language Arts Grade 3
5010045	Language Arts Grade 4
5010046	Language Arts Grade 5
MATHEMATICS	
5012020	Mathematics Grade K
5012030	Mathematics Grade 1
5012040	Mathematics Grade 2
5012050	Mathematics Grade 3
5012060	Mathematics Grade 4
5012070	Mathematics Grade 5
SCIENCE	
5020010	Science Grade K
5020020	Science Grade 1
5020030	Science Grade 2
5020040	Science Grade 3
5020050	Science Grade 4
5020060	Science Grade 5
SOCIAL STUDIES	
5021020	Social Studies Grade K
5021030	Social Studies Grade 1
5021040	Social Studies Grade 2
5021050	Social Studies Grade 3
5021060	Social Studies Grade 4
5021070	Social Studies Grade 5
PHYSICAL EDUCATION	
5015000	Adaptive PE IEP/504 – Elementary Adaptive Physical Education
5015020	Physical Education Grade K
5015030	Physical Education Grade 1
5015040	Physical Education Grade 2
5015050	Physical Education Grade 3
5015060	Physical Education Grade 4
5015070	Physical Education Grade 5

GRADES 6 to 8 EDUCATION COURSES

ENGLISH/LANGUAGE ARTS	
Course Number	Course Name
REMEDIAL	
1000000	M/J Intensive Language Arts
1000010	M/J Intensive Reading
1000020	M/J Intensive Reading and Career Planning
ENGLISH	
1001010	M/J Language Arts 1
1001020	M/J Language Arts 1, Advanced
1001040	M/J Language Arts 2
1001050	M/J Language Arts 2, Advanced
1001070	M/J Language Arts 3
1001080	M/J Language Arts 3, Advanced
READING	
1008010	M/J Reading 1
1008020	M/J Reading 1, Advanced
1008040	M/J Reading 2
1008050	M/J Reading 2 Advanced
1008070	M/J Reading 3
1008080	M/J Reading 3, Advanced
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES	
1002000	M/J Language Arts 1 ESOL
1002010	M/J Language Arts 2 ESOL
1002020	M/J Language Arts 3 ESOL
1002180	M/J Developmental Language Arts Through ESOL
1002181	M/J Developmental Language Arts Through ESOL (Reading)
MEDIA	
1006000	M/J Journalism 1
1006010	M/J Journalism 2
1006020	M/J Journalism 3
ORAL COMMUNICATIONS	
1007000	M/J Speech – Debate 1
1007010	M/J Speech – Debate 2
1007020	M/J Speech – Debate 3
WRITING	
1009000	M/J Creative Writing 1
1009010	M/J Creative Writing 2
1009020	M/J Creative Writing 3
1009030	M/J Writing 1
1009040	M/J Writing 2
1009050	M/J Writing 3
1000220	M/J Language Arts Transfer
MATHEMATICS	
REMEDIAL	
1204000	M/J Intensive Mathematics

GENERAL MATHEMATICS	
1205010	M/J Mathematics 1
1205020	M/J Mathematics 1, Advanced
1205040	M/J Mathematics 2
1205050	M/J Mathematics 2, Advanced
1205070	M/J Pre-Algebra
1200220	M/J Mathematics Transfer
SCIENCE	
2002040	M/J Comprehensive Science 1
2002050	M/J Comprehensive Science 1, Advanced
2002070	M/J Comprehensive Science 2
2002080	M/J Comprehensive Science 2, Advanced
2002100	M/J Comprehensive Science 3
2003110	M/J Comprehensive Science 3, Advanced
2000220	M/J Science Transfer
SOCIAL STUDIES	
2109010	M/J World History
2109020	M/J World History, Advanced
2106010	M/J Civics
2106015	M/J Civics (Semester Course)
2106020	M/J Civics, Advanced
2106025	M/J Civics, Advanced (Semester Course)
2106016	M/J Civics & Career Planning
2106026	M/J Civics & Career Planning, Advanced
2100010	M/J United States History
2100020	M/J United States History, Advanced
2100220	M/J Social Studies Transfer
PHYSICAL EDUCATION	
1500000	M/J Adaptive Physical Education IEP or 504 Plan
1500220	M/J Physical Education Transfer
1508600	M/J Comprehensive Grades 6/7
1508700	M/J Comprehensive Grade 8
EXPERIENTIAL	
0500000	M/J Personal, Career, and School Development Skills 1
0500010	M/J Personal, Career, and School Development Skills 2
0500020	M/J Personal, Career, and School Development Skills 1
EXPLORATORY	
0600000	M/J Exploratory Wheel 1
0600010	M/J Exploratory Wheel 2 and Career Planning
0600020	M/J Exploratory Wheel 3
0600030	M/J Exploratory Wheel 4
0600040	M/J Exploratory Wheel 5
0600050	M/J Exploratory Wheel 6
HEALTH	
0800000	M/J Health 1
0800010	M/J Health 2

0800015	M/J Health 2 and Career Planning
0800020	M/J Health 3
0800025	M/J Health 3 and Career Planning
0800030	M/J Health 4
0800040	M/J Health 5
0800050	M/J Health 6
0800220	M/J Health Transfer
INSTRUMENTAL MUSIC	
1302000	M/J Band 1
1302010	M/J Band 2
1302020	M/J Band 3
1302030	M/J Band 4
CHORAL MUSIC	
1303000	M/J Chorus 1
1303010	M/J Chorus 2
1303020	M/J Chorus 3
1303030	M/J Chorus 4
DANCE	
0300000	M/J Dance 1
0300010	M/J Dance 2
0300020	M/J Dance 3
0300220	M/J Dance Transfer
RESEARCH AND CRITICAL THINKING	
1700000	M/J Research 1
1700010	M/J Research 2
1700020	M/J Research 3
LIBRARY MEDIA	
1100000	M/J Library Skills/Information Literacy
1100220	M/J Library Media Transfer
PEER COUNSELING	
1400000	M/J Peer Counseling 1
1400010	M/J Peer Counseling 2

GRADES 9 to 12 EDUCATION COURSES

ENGLISH LANGUAGE ARTS		
Course Number	Course Name	Number Credits
1000400	Intensive Language Arts	
1000410	Intensive Reading	
1000420	Intensive Writing	
1001310	English 1	1.0
1001315	English 1 CR – for Credit Recovery	1.0
1001320	English 1, Honors	1.0
1001340	English 2	1.0
1001345	English 2 CR – for Credit Recovery	1.0
1001350	English 2, Honors	1.0
1001370	English 3	1.0
1001375	English 3 Honors	1.0
1001380	English 3 CR – for Credit Recovery	1.0
1001400	English 4	1.0
1001402	English 4 CR – for Credit Recovery	1.0
1001410	English 4 Honors	1.0
1001405	English 4: Florida College Prep	1.0
1001420	AP English Language and Composition	1.0
1001430	AP English Literature and Composition	1.0
1001460	Applied Communications 1	1.0
1001470	Applied Communications 2	1.0
READING		
1008300	Reading 1	1.0
1008310	Reading 2	1.0
1008320	Reading Honors	.5
1008330	Reading 3	1.0
1008350	Reading for College Success	.5
WRITING		
1009300	Writing 1	.5
1009310	Writing 2	.5
1009320	Creative Writing 1	.5
1009330	Creative Writing 2	.5
1009331	Creative Writing 3 Honors	1.0
1009332	Creative Writing 4 Honors	1.0
1009333	Creative Writing 5 Honors	1.0
1009370	Writing for College Success	.5
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES		
1002300	English 1 Through ESOL	1.0
1002305	English 1 Through ESOL Credit Recovery	1.0
1002310	English 2 Through ESOL	1.0
1002315	English 2 Through ESOL Credit Recovery	1.0
1002320	English 3 Through ESOL	1.0
1002325	English 3 Through ESOL Credit Recovery	1.0

1002380	Developmental Language Arts Through ESOL	
1002381	Developmental Language Arts ESOL (Reading)	
1002520	English 4 Through ESOL	1.0
1002525	English 4 Through ESOL Credit Recovery	1.0
PRINT, BROADCAST, AND ONLINE MEDIA		
1006300	Journalism 1	1.0
1006310	Journalism 2	1.0
1006320	Journalism 3	1.0
1006330	Journalism 4	1.0
1006331	Journalism 5 Honors	1.0
ORAL COMMUNICATIONS		
1007300	Speech 1	1.0
1007310	Speech 2	1.0
1007330	Debate 1	1.0
1007340	Debate 2	1.0
1007350	Debate 3 Honors	1.0
1007360	Debate 4 Honors	1.0
1007370	Debate 5 Honors	1.0
MATHEMATICS		
1200400	Intensive Mathematics	
1200310	Algebra 1	1.0
1200315	Algebra 1 CR – for Credit Recovery	1.0
1200320	Algebra 1 Honors	1.0
1200330	Algebra 2	1.0
1200335	Algebra 2 CR – for Credit Recovery	1.0
1200340	Algebra 2 Honors	1.0
1200370	Algebra 1 - A	1.0
1200375	Algebra 1 - A CR – for Credit Recovery	1.0
1200380	Algebra 1 - B	1.0
1200385	Algebra 1 - B CR – for Credit Recovery	1.0
1200410	Math for College Success	1.0
1299500	Advanced Algebra with Financial Applications	1.0
1200700	Math for College Readiness	1.0
1202300	Calculus Honors	1.0
1202310	Advanced Placement Calculus AB	1.0
1202320	Advanced Placement Calculus BC	1.0
1202340	Pre-Calculus Honors	1.0
1206310	Geometry	1.0
1206315	Geometry CR – for Credit Recovery	1.0
1206320	Geometry Honors	1.0
1206330	Analytical Geometry Honors	.5
1207300	Liberal Arts Mathematics 1	1.0
1207310	Liberal Arts Mathematics 2	1.0
1298310	Advanced Topics in Mathematics	1.0
SCIENCE		
2000310	Biology 1	1.0

2000315	Biology 1 CR- for Credit Recovery	1.0
2000320	Biology 1 Honors	1.0
2000330	Biology 2 Honors	1.0
2000340	Advanced Placement Biology	1.0
2000350	Anatomy & Physiology	1.0
2000360	Anatomy & Physiology Honors	1.0
2000430	Biotech	1.0
3027020	Biotech 2	1.0
2000500	Bioscience 1 Honors	1.0
2000510	Bioscience 2 Honors	1.0
2000520	Bioscience 3 Honors	1.0
2001310	Earth Space Science	1.0
2000320	Earth Space Science Honors	1.0
2001380	Advanced Placement Environmental Science	1.0
2001340	Environmental Science	1.0
2002400	Integrated Science 1	1.0
2002405	Integrated Science 1 CR for Credit Recovery	1.0
2002410	Integrated Science 1 Honors	1.0
2002420	Integrated Science 2	1.0
2002425	Integrated Science 2 CR for Credit Recovery	1.0
2002430	Integrated Science 2 Honors	1.0
2002440	Integrated Science 3	1.0
2002445	Integrated Science 3 CR for Credit Recovery	1.0
2002450	Integrated Science 3 Honors	1.0
2003310	Physical Science	1.0
2003320	Physical Science Honors	1.0
2003340	Chemistry 1	1.0
2003345	Chemistry 1 CR– for Credit Recovery	1.0
2003350	Chemistry 1 Honors	1.0
2003360	Chemistry 2 Honors	1.0
2003370	Advanced Placement Chemistry	1.0
2003380	Physics 1	1.0
2003385	Physics 1 CR – for Credit Recovery	1.0
2003390	Physics 1 Honors	1.0
2003410	Physics 2 Honors	1.0
2003421	Advanced Placement Physics 1	1.0
2003422	Advanced Placement Physics 2	1.0
8106810	Agriscience Foundations 1	1.0
SOCIAL STUDIES		
2100310	United States History	1.0
2100315	United States History CR - for Credit Recovery	1.0
2100320	United States History Honors	1.0
2100330	Advanced Placement United States History	1.0
2100340	African American History	1.0
2100350	Florida History	.5
2102310	Economics	.5

2102315	Economics CR – for Credit Recovery	.5
2102320	Economics Honors	.5
2106315	United States Government	.5
2106315	United States Government CR – for Credit Recovery	.5
2106320	United States Government Honors	.5
2106330	Civics	1.0
2106420	Advanced Placement United States Government and Politics	.5
2107300	Psychology 1	.5
2107310	Psychology 2	.5
2107350	Advanced Placement Psychology	1.0
2109310	World History	1.0
2109315	World History CR – for Credit Recovery	1.0
2109320	World History Honors	1.0
2109420	Advanced Placement World History	1.0
2100990	Social Studies Transfer	
HEALTH EDUCATION		
0800300	Health 1 – Life Management Skills	.5
0800310	Health 2 – Personal Health	.5
0800320	First Aid and Safety	.5
0800370	Parenting 1	.5
0800380	Parenting 2	.5
0800390	Health for Expectant Parents	.5
0800400	ROTC Life Management Waiver	
0800990	Health Transfer	
LEADERSHIP SKILLS DEVELOPMENT		
2400300	Leadership Skills Development	1.0
2400310	Leadership Techniques	1.0
ARMY JR ROTC		
1801300	Army Leadership Education and Training 1	1.0
1801310	Army Leadership Education and Training 2	1.0
1801320	Army Leadership Education and Training 3	1.0
1801330	Army Leadership Education and Training 4	1.0
WORLD LANGUAGES		
0701320	French 1	1.0
0701330	French 2	1.0
0701340	French 3 Honors	1.0
0708340	Spanish 1	1.0
0708350	Spanish 2	1.0
0708360	Spanish 3 Honors	1.0
0708370	Spanish 4 Honors	1.0
PHYSICAL EDUCATION		
3026010	HOPE – Physical Education	1.0
1501300	Personal Fitness	.5
1501340	Weight Training 1	.5
1501350	Weight Training 2	.5
1501360	Weight Training 3	.5

1503300	Track & Field	.5
1503310	Basketball 1	.5
1503315	Basketball 2	.5
1503320	Soccer	.5
1503350	Team Sports 1	.5
1503360	Team Sports 2	.5
EXPERIENTIAL EDUCATION		
0500300	Executive Internship 1	1.0
0500310	Executive Internship 2	1.0
0500320	Executive Internship 3	1.0
0500330	Executive Internship 4	1.0
RESEARCH AND CRITICAL THINKING		
1700300	Research 1	1.0
1700310	Research 2	1.0
1700320	Research 3	1.0
INSTRUMENTAL MUSIC		
1302300	Band1	1.0
1302310	Band 2	1.0
1302320	Band 3	1.0
1302330	Band 4	1.0
1302340	Band 5 Honors	1.0
1302355	Marching Band	1.0
CHORAL MUSIC		
1303300	Chorus 1	1.0
1303310	Chorus 2	1.0
1303320	Chorus 3	1.0
1303330	Chorus 4	1.0
1303340	Chorus 5 Honors	1.0
1303350	Chorus 6 Honors	1.0
PEER COUNSELING		
1400300	Peer Counseling 1	.5
1400310	Peer Counseling 2	.5
1400320	Peer Counseling 3	.5
1400330	Peer Counseling 4	.5
DRIVER EDUCATION AND TRAFFIC SAFETY		
1900300	Driver Education/Traffic Safety- Classroom	.5
1900310	Driver Education/Traffic Safety – Classroom & Laboratory	.5
ART-VISUAL ARTS		
0101300	2-D Studio Art1	1.0
0101310	2-D Studio Art 2	1.0
0101320	2-D Studio Art 3 Honors	1.0
0101330	3-D Studio Art1	1.0
0101340	3-D Studio Art 2	1.0
0101350	3-D Studio Art 3 Honors	1.0
0101355	Creating 2-D Art	1.0

0101365	Creating 3-D Art	1.0
CERAMICS/POTTERY		
0102300	Ceramics/Pottery 1	1.0
0102310	Ceramics/Pottery 2	1.0
0102320	Ceramics/Pottery 3 Honors	1.0
DIGITAL ARTS		
0108370	Digital Art Imaging 1	1.0
0108380	Digital Art Imaging 2	1.0
0108390	Digital Art Imaging 3 Honors	1.0
DRAWING/PAINTING		
0104340	Drawing 1	1.0
0104350	Drawing 2	1.0
0105360	Drawing 3 Honors	1.0
0104370	Painting 1	1.0
0104380	Painting 2	1.0
0104390	Painting 3 Honors	1.0
0100990	Art Transfer	
COMPUTER EDUCATION		
0200320	Advanced Placement Computer Science	1.0
0200990	Computer Education Transfer	

EXCEPTIONAL STUDENT EDUCATION COURSES

Course Number	Course Name
PRE-KINDERGARTEN	
7650030	Prekindergarten Disabilities: Age 0-2
765130	Prekindergarten Disabilities: Age 3-5
ACADEMICS – GENERAL (ELEMENTARY)	
7755040	Advanced Academics: K-5 Gifted
ACADEMICS – SUBJECT AREAS (ELEMENTARY)	
7701010	Art: K-5
7710011	Access Language Arts Grade K
7710012	Access Language Arts Grade 1
7710013	Access Language Arts Grade 2
7710014	Access Language Arts Grade 3
7710015	Access Language Arts Grade 4
7710016	Access Language Arts Grade 5
7712015	Access Mathematics Grade K
7712020	Access Mathematics Grade 1
7712030	Access Mathematics Grade 2
7712040	Access Mathematics Grade 3
7712050	Access Mathematics Grade 4
7712060	Access Mathematics Grade 5
7713010	Music: K-5
7715010	Physical Education: K-5
7720015	Access Science Grade K
7720020	Access Science Grade 1
7720030	Access Science Grade 2
7720040	Access Science Grade 3
7720050	Access Science Grade 4
7720060	Access Science Grade 5
7721011	Access Social Studies Grade K
7721012	Access Social Studies Grade 1
7721013	Access Social Studies Grade 2
7721014	Access Social Studies Grade 3
7721015	Access Social Studies Grade 4
7721016	Access Social Studies Grade 5
SPECIAL COURSES	
7721020	Unique Skills: Social and Emotional: PK-5
7755020	Hospital and Homebound Academic and Unique Skills
7763010	Unique Skills: PK-5
7763020	Speech and Auditory Training: PK-5
7763060	Orientation and Mobility
7763080	Expanded Core Competencies: PK-5
7763090	Expanded Skills: PK-5
7763100	Unique Skills Independent Functioning: PK-5
7763110	Unique Skills Curriculum and Learning: PK-5
7763120	Unique Skills Communication: PK-5

THERAPY	
7700010	Therapeutic Instructional Support: PK-5
7763030	Speech Therapy: PK-5
7763040	Language Therapy: PK-5
7763050	Occupational Therapy: PK-5
7763070	Physical Therapy: PK-5
ACADEMICS – GENERAL (MIDDLE SCHOOL)	
7855040	Advanced Academics: 6-8 for Gifted Students
7855042	Advanced Academics: 6-8 & Career Planning for Gifted Students
ACADEMICS – SUBJECT AREAS (MIDDLE SCHOOL)	
7801010	Visual and Performing Arts: 6-8
7810011	Access M/J Language Arts 1
7810012	Access M/J Language Arts 2
7810013	Access M/J Language Arts 3
7812015	Access M/J Mathematics 1
7812020	Access M/J Mathematics 2
7812030	Access M/J Mathematics 3
7813010	Music: 6-8
7815010	Physical Education: 6-8
7820015	Access M/J Comprehensive Science 1
7820016	Access M/J Comprehensive Science 2
7820017	Access M/J Comprehensive Science 3
7820020	Health: 6-8
7821021	Access M/J Civics
7821022	Access M/J World History
7821023	Access M/J Civics & Career Planning
7821025	Access M/J United States History
7821026	M/J United States History & Career Planning
7821030	Career and Education Planning
SPECIAL SKILLS COURSES	
7863000	Unique Skills: Social & Emotional 6-8
7863010	Unique Skills: 6-8
7863020	Speech and Auditory Training: 6-8
7863030	Unique Skills: Independent Functioning 6-8
7863040	Unique Skills: Curriculum & Learning 6-8
7863050	Unique Skills: Communication 6-8
7863060	Orientation and Mobility: 6-8
7863070	Expanded Skills: 6-8
7863080	Expanded Core Competencies: 6-8
7863090	Learning Strategies: 6-8
THERAPY	
7800010	Therapeutic Instructional Support: 6-8
7855020	Hospital and Homebound Instructional Services: 6-8
7866030	Speech Therapy: 6-8
7866040	Language Therapy: 6-8
7866050	Occupational Therapy: 6-8

7866070	Physical Therapy: 6-8
ACADEMICS – SUBJECT AREAS (HIGH SCHOOL)	
7910100	Reading: 9-12
7910110	English: 9-12
7910111	Access English 1/2
7910112	Access English 3/4
7910115	Fundamental English 1
7910120	Fundamental English 2
7910125	Fundamental English 3
7910130	Fundamental English 4
7910390	Life Skills Communication: 9-12
7910400	Life Skills Reading: 9-12
7912050	Math: 9-12
7912060	Access Informal Geometry
7912065	Access Geometry
7912070	Access Liberal Arts Mathematics
7912080	Access Algebra 1A
7912090	Access Algebra 1B
7912100	Fundamental Algebraic Skills
7912105	Fundamental Consumer Mathematics
7912110	Fundamental Explorations in Mathematics 1
7912115	Fundamental Explorations in Mathematics 2
7912340	Life Skills Math: 9-12
7915010	Specially Designed Physical Education
7915015	Access Health Opportunities through Physical Education (HOPE) - 9-12
7920010	Science: 9-12
7920011	Access Chemistry 1
7920015	Access Biology 1
7920020	Access Earth/Space Science
7920025	Access Integrated Science 1
7920030	Fundamental Integrated Science 1
7920035	Fundamental Integrated Science 2
7920040	Fundamental Integrated Science 3
7920050	Health and Safety: 9-12
7921010	Social Studies: 9-12
7921015	Access United States Government
7921022	Access Economics with Financial Literacy
7921025	Access United States History
7921030	Fundamental World History
7921035	Fundamental United States History
7921042	Fundamental Economics with Financial Literacy
7921045	Fundamental United States Government
7921330	Career Education: 9-12
7960010	Transition Planning: 9-12
7967010	Visual and Performing Arts

SUPPORTED LEVEL: 9-12	
7961010	Academic Skills for Functional Living
7961020	Communication Skills for Functional Living
7961030	Personal and Home Skills for Functional Living
7961040	Leisure and Recreation Skills for Functional Living
7961050	Community and Social Skills for Functional Living
PARTICIPATORY LEVEL: 9-12	
7962010	Cognitive and Linguistic Skills
7962020	Life Sustaining and Environmental Interaction Skills
7962030	Leisure/Recreation Skills for Improvement of Quality of Life
7962040	Developmental-Functional Motor and Sensory Skills
SPECIAL SKILLS COURSES	
7963010	Preparation for Adult Living
7963040	Expanded Skills: 9-12
7963050	Expanded Core Competencies: 9-12
7963060	Orientation and Mobility: 9-12
7963070	Unique Skills: Social and Emotional 9-12
7963080	Learning Strategies: 9-12
7963090	Skills for Students who are Gifted
7963130	Unique Skills: 9-12
7963140	Self-Determination
7963150	Unique Skills: Communication 9-12
7963160	Unique Skills: Independent Functioning 9-12
7963170	Unique Skills: Curriculum & Learning 9-12
7963180	Speech and Auditory Training 9-12
MISCELLANEOUS	
7919010	Driver Education for Special Learners
GIFTED	
7965010	Research Methodology for Students who are Gifted
7965030	Externship for Students who are Gifted
7965040	Studies for Students who are Gifted
THERAPY	
7900010	Therapeutic Instructional Support: 9-12
7900030	Hospital and Homebound Instructional Services 9-12
7966010	Physical Therapy: 9-12
7966020	Occupational Therapy: 9-12
7966030	Speech Therapy: 9-12
7966040	Language Therapy: 9-12
CAREER AND TECHNICAL EDUCATION FOR STUDENTS WITH DISABILITIES	
7980040	Preparation for Entrepreneurship/Self-Employment
7980110	Career Preparation: 9-12
7980120	Career Experiences: 9-12
7980130	Career Placement: 9-12
7980150	Supported Competitive Employment
7980190	Technology Education

CAREER & TECHNICAL EDUCATION PROGRAMS

AGRICULTURE, FOOD & NATURAL RESOURCES CAREER PATH		
FOOD PRODUCTS & PROCESSING SYSTEMS CAREER PATH (AGPA)		
Course Number	Course Name	Number Credits
8129200	Food Science Applications	1.0
8106810	Agriscience Foundations 1/Level 3	1.0
8129210	Food Science Applications2/Level 2	1.0
8129220	Food Science Applications 3/Level 2	1.0
PLANT SYSTEMS CAREER PATH (AGPB)		
A120200	Advanced Floral Design and Management	
ORH0044	Advanced Floral Design	2.0
ORH0614	Advanced Floral Sales	1.0
ORH0624	Advanced Floral Shop Manager	1.0
8818000	Advanced Floral Design & Marketing	1.0
8818010	Floral Design & Marketing 1	1.0
8818020	Floral Design & Marketing 2	1.0
8818030	Floral Design & Marketing 3	1.0
8818040	Floral Design & Marketing 4	1.0
8818050	Floral Design & Marketing 5	1.0
8121600	Horticulture Science & Services	1.0
8121510	Introductory Horticulture 2	1.0
8121520	Horticulture Science 3	1.0
POWER, STRUCTURAL & TECHNICAL SYSTEMS CAREER PATH (AGPD)		
8103400	Agricultural Machinery Mechanics	1.0
8103120	Agricultural Machinery Mechanics 2	1.0
8103130	Agricultural Machinery Mechanics 3	1.0
8103410	Agricultural Machinery Mechanics 4	1.0
8103420	Agricultural Machinery Mechanics 5	1.0
8103430	Agricultural Machinery Mechanics 6	1.0
8103210	Agricultural Machinery Operations 4	1.0
SER0004	Outdoor Power Equipment 1	2.5
SER0005	Outdoor Power Equipment 2	2.5
SER0006	Outdoor Power Equipment 3	2.5
AGRICULTURE BIOTECHNOLOGY		
8106600	Agricultural Biotechnology	1.0
8106850	Agricultural Biotechnology 2	1.0
8106860	Agricultural Biotechnology 3	1.0
8106500	Plant Biotechnology	1.0
8106510	Plant Biotechnology 3	1.0
8100330	Advanced Concepts of Agriscience	1.0
DESIGN/PRE-CONSTRUCTION CAREER PATH (ACPA)		
8725400	Architectural Drafting	1.0
8725010	Drafting 1	1.0
8725020	Drafting 2	1.0
8725030	Drafting 3	1.0

8725040	Drafting 4	1.0
8725110	Electronic Drafting 5	1.0
8725120	Electronic Drafting 6	1.0
8725130	Electronic Drafting 7	1.0
8725140	Electronic Drafting 8	1.0
8725210	Electrical Drafting 5	1.0
8725220	Electrical Drafting 6	1.0
8725230	Electrical Drafting 7	1.0
8725240	Electrical Drafting 8	1.0
8722000	Building Trades & Construction Design Technology	1.0
8722010	Building Trades & Construction Design Technology 1	1.0
8722020	Building Trades & Construction Design Technology 2	1.0
8722030	Building Trades & Construction Design Technology 3	1.0
BCV0080	Building Construction Assistant	3.0
BCV0081	Carpentry & Masonry Technician	1.0
BCV0082	Electrical & Plumbing Technician	1.0
BCV0083	Air Conditioning & Painting Technician	1.0
8915010	Civil Engineering Aide 1	1.0
8915020	Civil Engineering Aide 2	1.0
8915030	Civil Engineering Aide 3	1.0
8915040	Civil Engineering Aide 4	1.0
CONSTRUCTION CAREER PATH (ACPB)		
8713010	Air Conditioning, Refrigeration & Heating Technology 1	1.0
8713020	Air Conditioning, Refrigeration & Heating Technology 2	1.0
8713030	Air Conditioning, Refrigeration & Heating Technology 3	1.0
8713040	Air Conditioning, Refrigeration & Heating Technology 4	1.0
8713050	Air Conditioning, Refrigeration & Heating Technology 5	1.0
ACR0041	Air Conditioning, Refrigeration & Heating Helper	1.5
ACR0043	Air Conditioning, Refrigeration & Heating Mechanic Asst.	1.5
ACR0047	Air Conditioning, Refrigeration & Heating Mechanic 1	1.5
ACR0049	Air Conditioning, Refrigeration & Heating Mechanic 2	1.5
ACR0044	Air Conditioning, Refrigeration & Heating Technician	2.0
ACR0045	Refrigeration Mechanic	2.0
8722610	Masonry 1	1.0
8722620	Masonry 2	1.0
8722630	Masonry 3	1.0
8722640	Masonry 4	1.0
8722650	Masonry 5	1.0
8720310	Building Construction Technologies 1	1.0
8720320	Building Construction Technologies 2	1.0
8720330	Building Construction Technologies 3	1.0
8720340	Building Construction Technologies 4	1.0
8720350	Building Construction Technologies 5	1.0
BCV0400	Building Construction Helper	3.0
BCV0401	Building Construction Technician 1	2.0
BCV0402	Building Construction Technician 2	2.0

8722110	Carpentry & Cabinetmaking 1	1.0
8722120	Carpentry & Cabinetmaking 2	1.0
8722130	Carpentry & Cabinetmaking 3	1.0
8720140	Carpentry & Cabinetmaking 4	1.0
8720150	Carpentry & Cabinetmaking 5	1.0
BCV0107	Carpenter Helper	2.0
BCV0235	Cabinet Finisher	1.0
BCV0240	Cabinet Assembler	2.0
BCV0243	Cabinet Maker	3.0
C510100	Carpentry 1	
C510200	Carpentry 2	
8722140	Carpentry 4	1.0
8722150	Carpentry 5	1.0
8727210	Electricity 1	1.0
8727220	Electricity 2	1.0
8727230	Electricity 3	1.0
8727240	Electricity 4	1.0
8727250	Electricity 5	1.0
BCV0603	Electrician Helper	2.0
BCV0640	Residential Electrician	3.0
BCV0652	Commercial Electrician	3.0
8721610	Plumbing Technology 1	1.0
8721620	Plumbing Technology 2	1.0
8721630	Plumbing Technology 3	1.0
8721640	Plumbing Technology 4	1.0
8721650	Plumbing Technology 5	1.0
VISUAL ARTS CAREER PATH (ARPF)		
8209510	Digital Design 1	1.0
8209520	Digital Design 2	1.0
8209530	Digital Design 3	1.0
8209540	Digital Design 4	1.0
8209550	Digital Design 5	1.0
BUSINESS FINANCIAL MANAGEMENT CAREER PATH (BAPB)		
8200320	Applied Computer Business Skills 1	.5
8200330	Applied Computer Business Skills 2	.5
8209020	Computing for College Careers	1.0
8207310	Introduction to Information Technology	1.0
8203310	Accounting Applications 1	1.0
8203320	Accounting Applications 2	1.0
8203330	Accounting Applications 3	1.0
8203340	Accounting Applications 4	1.0
8203350	Accounting Applications 5	1.0
OTA0040	Information Technology Assistant	1.0
ACO0040	Accounting Clerk	2.0
ACO0041	Accounting Associate	2.0
ACO0042	Accounting Assistant	1.0

ADMINISTRATIVE & INFORMATION SUPPORT CAREER PATH (BAPF)		
8212500	Administrative Office Specialist	
8212110	Administrative Office Technology 1	1.0
8212410	Administrative Office Technology 2	1.0
8212420	Administrative Office Technology 3	1.0
8212201	Medical Office Technology 1	1.0
8212202	Medical Office Technology 2	1.0
8212203	Medical Office Technology 3	1.0
8212204	Medical Office Internship	1.0
B070300	Medical Administrative Specialist	
OTA0631	Medical Office Technologist	2.0
THERAPEUTIC SERVICES CAREER PATH (HLPa)		
8417100	Health Science 1	1.0
8417110	Health Science 2	1.0
8417131	Allied Health Assisting 3	1.0
HCP0330	Home Health Aide	.5
MEA0550	Medical Assistant 1	2.0
MEA0551	Medical Assistant 2	2.0
MEA0552	Medical Assistant 3	2.0
8417201	Medical Laboratory Assisting	
8417210	Nursing Assistant (Acute and Long Term)	
8417211	Nursing Assistant 3	1.0
8418310	Practical Nursing 1	1.0
8418320	Practical Nursing 2	1.0
8418330	Practical Nursing 3	1.0
8418340	Practical Nursing 4	1.0
8418350	Practical Nursing 5	1.0
RESTAURANTS AND FOOD & BEVERAGE SERVICES CAREER PATH (HTPA)		
8800510	Culinary Arts1	1.0
8800520	Culinary Arts 2	1.0
8800530	Culinary Arts 3	1.0
8800540	Culinary Arts 4	1.0
PERSONAL CARE SERVICES CAREER PATH (HMPD)		
8757110	Barbering 1	1.0
8757120	Barbering 2	1.0
875130	Barbering 3	1.0
875140	Barbering 4	1.0
875150	Barbering 5	1.0
8905100	Cosmetology	
8757210	Cosmetology Grooming and Salon Services Core 1	.5
8905120	Cosmetology Nails 2	.5
8905130	Cosmetology Facials 3	.5
8905140	Cosmetology 4	1.0
8905150	Cosmetology 5	1.0
COS0002	Cosmetologist 1	2.0
COS0003	Cosmetologist 2	2.0

COS0009	Cosmetologist 3	2.5
8757300	Nails Specialty	
8757310	Nails Specialty 2	.5
8757320	Nails Specialty 3	1.0
NETWORK SYSTEMS CAREER PATH (ITPA)		
8207310	Introduction to Information Technology	1.0
8732110	Computer Systems Technology 1	1.0
8732120	Computer Systems Technology 2	1.0
8732130	Computer Systems Technology 3	1.0
8732140	Computer Systems Technology 4	1.0
8732150	Computer Systems Technology 5	1.0
9005110	Digital Media Fundamentals	1.0
9005120	Digital Media Production Systems	1.0
8207020	Networking 1	1.0
8207030	Networking 2	1.0
8207040	Networking 3	1.0
8207050	Networking 4	1.0
8207110	Web Design 1	1.0
8207120	Web Design 2	1.0
8207130	Web Design 3	1.0
8207140	Web Design 4	1.0
FACILITY & MOBILE EQUIPMENT MAINTENANCE CAREER PATH (TRPD)		
8709410	Automotive Service Technology 1	1.0
8709420	Automotive Service Technology 2	1.0
8709430	Automotive Service Technology 3	1.0
8709440	Automotive Service Technology 4	1.0
8766010	Gas Engine Service Technology 1	1.0
8766020	Gas Engine Service Technology 2	1.0
8766030	Gas Engine Service Technology 3	1.0
8766040	Gas Engine Service Technology 4	1.0
8766050	Gas Engine Service Technology 4	1.0
SER0161	Small Engine Mechanic 1	2.0
SER0162	Small Engine Mechanic 2	2.0



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DPS: 2014-85

MEMORANDUM

TO: School District Superintendents
Florida College System Chief Academic and Student Affairs Officers

FROM: Pam Stewart

DATE: June 6, 2014

SUBJECT: 2014–2015 Dual Enrollment Course—High School Subject Area Equivalency List

The purpose of the *2014–2015 Dual Enrollment Course—High School Subject Area Equivalency List*, authorized by section (s.) 1007.271(9), Florida Statutes (F.S.), is to establish equivalencies between postsecondary courses completed through dual enrollment and high school subject area credit. All high schools will accept these dual enrollment courses toward meeting graduation requirements.

Pursuant to s. 1007.01(3)(c), F.S., the Articulation Coordinating Committee (ACC) annually recommends dual enrollment course and high school subject area equivalencies for approval by the State Board of Education and the Board of Governors. The recommended changes were approved by the ACC on April 26, 2014, and approved by the State Board of Education on May 20, 2014. The revised list may be found at: <http://www.fldoe.org/articulation/pdf/DEList.pdf>.

Below is a summary of the revisions included in the *2014–2015 Dual Enrollment Course—High School Subject Area Equivalency List*:

**Practical Arts/
Career Education** New courses were added and assigned to either vocational (elective) high school credit or practical arts credit (pursuant to s. 1003.428(2)(a)5, F.S.).

Introductory language to this section of the list clarifies that all career education courses taken through dual enrollment must lead toward a career certificate and an industry certification on a funding list described in s. 1008.44, F.S.

Science

Faculty reviewers determined that the content in the sequence of BSC x010 “General Biology I” and BSC x011 “General Biology II” is comparable to the standards for Biology I (2000310) or equivalent. Therefore, successful completion of this sequence of courses will satisfy the Biology I graduation requirement and may also serve as preparation for the Biology I End-of-Course (EOC) assessment. Each BSC course, as well as all other postsecondary science courses on the list, may apply toward the “equally rigorous” high school science requirement.

Social Studies

Faculty reviewers have determined that the content in the sequence of AMH x010 “United States History I” and AMH x020 “United States History II” is comparable to the standards covered in United States History (2100310) or equivalent, and therefore may be used as preparation for the U.S. History EOC assessment.

Any two AMH courses on the list, or other postsecondary courses as determined by the school district, may be used to satisfy the United States History credit toward high school graduation.

The economics courses previously included on the list have been removed due to the requirement of s. 1003.4282(3)(d), F.S., that the economics high school graduation requirement includes a component of financial literacy. This does not prohibit the use of these courses for high school graduation, but assigns to the local district and postsecondary institution the task of determining if the postsecondary economics course includes an appropriate financial literacy component and therefore may be used to satisfy the requirement.

The *2014–2015 Dual Enrollment Course—High School Subject Area Equivalency List* provides a minimum statewide guarantee for high school credit, but the list is not intended to restrict the total number of dual enrollment courses available. School districts and local postsecondary institutions may include in their Dual Enrollment Articulation Agreements other courses not on this list or provide for subject area credit for additional courses.

Please direct questions about this list to Mr. Matthew Bouck in the Office of Articulation at Matthew.Bouck@fldoe.org or 850-245-9544.

PS/mb

cc: Randy Hanna, Chancellor, Florida College System
Marshall Criser III, Chancellor, State University System
Julie Alexander, Vice Chancellor for Academic and Student Affairs, Florida College System
Jan Ignash, Executive Vice Chancellor, State University System
Mary Jane Tappen, Executive Vice Chancellor, Division of Public Schools
Florida College System Dual Enrollment Coordinators

2014–2015 DUAL ENROLLMENT COURSE—HIGH SCHOOL SUBJECT AREA EQUIVALENCY LIST

ELECTIVES

This list should not be interpreted as the total number of dual enrollment courses available. Current law allows for any course in the Statewide Course Numbering System, with the exception of remedial courses and Physical Education skills courses, to be offered as dual enrollment. Three-credit (or equivalent) postsecondary courses taken through dual enrollment that are not listed below shall be awarded at least 0.5 high school credits (postsecondary courses offered for fewer than three (3) credits may earn less than 0.5 high school credit), either as an elective or subject area credit as designated in the local dual enrollment articulation agreement.

Any upper-level (3000-4000) postsecondary course that uses as a prerequisite one of the courses on this list that are awarded 1.0 high school credit shall also receive 1.0 high school credit.

ENGLISH

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
AML	X	000	Survey of American Literature	English	0.5
AML	X	001	Introduction to American Folklore	English	0.5
AML	X	010	American Literature I: Colonial to The Civil War	English	1.0
AML	X	011	American Literature I: Colonial to 1875	English	1.0
AML	X	012	American Literature I: Colonial to 1900	English	1.0
AML	X	020	American Literature II: Civil War to Present	English	1.0
AML	X	021	American Literature II: 1875 to Present	English	1.0
AML	X	022	American Literature II: 1900 to Present	English	1.0
AML	X	023	American Literature: 1900 to the Present	English	1.0
AML	X	050	Modern American Literature	English	0.5
AML	X	060	Modern American Literature	English	0.5
AML	X	070	Survey of American Literature	English	0.5
AML	X	300	Major American Authors	English	0.5
AML	X	301	Studies in Individual American Authors	English	1.0
AML	X	410	Issues in American Literature and Culture	English	0.5
ENC	X	101	Freshman Composition Skills I	English	1.0
ENC	X	102	Freshman Composition Skills II	English	1.0
ENC	X	107	Advanced College Writing	English	1.0
ENC	X	121	Honors Freshman Composition Skills I	English	1.0
ENC	X	122	Honors Freshman Composition Skills II	English	1.0
ENC	X	123	Honors Introduction to Writing	English	1.0
ENC	X	133	Library Research and Writing	English	0.5
ENC	X	135	Argument and Persuasion (Non-Gordon)	English	0.5
ENC	X	141	Writing About Literature	English	1.0
ENC	X	144	Freshman Article and Essay Workshop	English	0.5
ENC	X	145	Freshman Special Topics Composition	English	1.0
ENC	X	210	Technical Report Writing	English	0.5
ENC	X	300	Intermediate Composition	English	1.0
ENC	X	301	Advanced Composition	English	1.0
ENC	X	302	Advanced Composition II	English	1.0
ENC	X	305	Topics in Advanced Composition	English	1.0
ENC	X	321	Advanced Composition	English	1.0
ENG	X	012	Approaches To Literary Criticism	English	0.5
ENL	X	000	British Literature Survey:Comprehensive	English	1.0
ENL	X	010	English Literature to 1660	English	1.0
ENL	X	000	British Literature Survey:Comprehensive	English	1.0

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
ENL	X	000	British Literature Survey:Comprehensive	English	1.0
ENL	X	010	English Literature to 1660	English	1.0
ENL	X	011	English Literature to 1750	English	1.0
ENL	X	012	English Literature to 1798	English	1.0
ENL	X	020	English Literature since 1660	English	1.0
ENL	X	021	English Literature since 1750	English	1.0
ENL	X	022	English Literature since 1798	English	1.0
ENL	X	230	Restoration and 18th Century Literature	English	0.5
ENL	X	251	Victorian and Edwardian Literature	English	0.5
ENL	X	273	Modern British Literature	English	0.5
ENL	X	280	Contemporary British Literature	English	0.5
LIN	X	670	Writing and Grammar	English	0.5
LIN	X	742	English Grammar and Style	English	0.5
LIT	X	000	Introduction to Literature	English	1.0
LIT	X	081	Introduction to Modern Literature	English	1.0
LIT	X	090	Contemporary Literature	English	0.5
LIT	X	100	World Literature	English	1.0
LIT	X	110	World Literature through Renaissance	English	1.0
LIT	X	118	Honors World Literature I	English	1.0
LIT	X	120	World Literature since Renaissance	English	1.0
LIT	X	122	Great Books I	English	1.0
LIT	X	128	Honors World Literature II	English	1.0

FOREIGN LANGUAGE

FOREIGN LANGUAGE COURSES: All four-credit foreign language courses (including American Sign Language), shall be awarded one full high school elective credit. Courses offered for three credits are awarded at least 0.5 high school elective credit.

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
AHM	X	130	Beginning Amharic 1	Elective: Foreign Language	1.0
AHM	X	131	Beginning Amharic 2	Elective: Foreign Language	1.0
AHM	X	200	Intermediate Amharic 1	Elective: Foreign Language	0.5
AHM	X	201	Intermediate Amharic 2	Elective: Foreign Language	0.5
AKA	X	130	Beginning Akan I	Elective: Foreign Language	1.0
AKA	X	131	Beginning Akan 2	Elective: Foreign Language	1.0
AKA	X	200	Intermediate Akan 1	Elective: Foreign Language	0.5
AKA	X	201	Intermediate Akan 2	Elective: Foreign Language	0.5
ARA	X	100	Elementary Arabic I	Elective: Foreign Language	1.0
ARA	X	120	Modern Arabic I	Elective: Foreign Language	1.0
ARA	X	121	Elementary Arabic II Concentrated	Elective: Foreign Language	1.0
ARA	X	130	Elementary Arabic Accelerated I	Elective: Foreign Language	1.0
ARA	X	131	Elementary Arabic Accelerated II	Elective: Foreign Language	1.0
ARA	X	200	Intm Lang: Gen Rev Basic Skills I	Elective: Foreign Language	0.5
ARA	X	201	Intm Lang: Gen Rev Basic Skills II	Elective: Foreign Language	0.5
ARA	X	220	Intermediate Arabic I	Elective: Foreign Language	1.0
ARA	X	221	Intermediate Arabic Reading And Conversation II	Elective: Foreign Language	1.0
ASL	X	110	American Sign Language I	Elective: Foreign Language	0.5
ASL	X	120	American Sign Language II	Elective: Foreign Language	0.5
ASL	X	130	American Sign Language III	Elective: Foreign Language	0.5
ASL	X	131	American Sign Language III	Elective: Foreign Language	0.5

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
ASL	X	140	Basic American Sign Language	Elective: Foreign Language	1.0
ASL	X	150	Intermediate American Sign Language	Elective: Foreign Language	1.0
ASL	X	160	American Sign Language III	Elective: Foreign Language	1.0
ASL	X	161	American Sign Language III	Elective: Foreign Language	1.0
ASL	X	200	American Sign Language IV	Elective: Foreign Language	1.0
ASL	X	201	American Sign Language IV	Elective: Foreign Language	1.0
ASL	X	210	American Sign Language IV	Elective: Foreign Language	0.5
ASL	X	211	American Sign Language IV	Elective: Foreign Language	0.5
AYM	X	130	Elementary Aymara I, Accelerated	Elective: Foreign Language	1.0
CAT	X	180	Introduction to Catalan I	Elective: Foreign Language	0.5
CAT	X	182	Introduction to Catalan II	Elective: Foreign Language	0.5
CAT	X	280	Intermediate Catalan	Elective: Foreign Language	0.5
CHI	X	100	Elementary Chinese I	Elective: Foreign Language	0.5
CHI	X	120	Elementary Chinese I, Concentrate	Elective: Foreign Language	1.0
CHI	X	121	Elementary Chinese II, Concentrated	Elective: Foreign Language	1.0
CHI	X	130	Elementary Chinese Accelerated I	Elective: Foreign Language	1.0
CHI	X	131	Elementary Chinese Accelerated II	Elective: Foreign Language	1.0
CHI	X	200	Intermediate Chinese I	Elective: Foreign Language	0.5
CHI	X	201	Intermediate Chinese II	Elective: Foreign Language	0.5
CHI	X	220	Second Year Chinese Conversation	Elective: Foreign Language	1.0
CHI	X	221	Second Year Chinese Conversation	Elective: Foreign Language	1.0
CHI	X	230	Intermediate Chinese I	Elective: Foreign Language	1.0
CHI	X	231	Intermediate Chinese II	Elective: Foreign Language	1.0
CMM	X	100	Elementary Language I	Elective: Foreign Language	0.5
CMM	X	101	Elementary Language II	Elective: Foreign Language	0.5
CZE	X	130	Elementary Accelerated	Elective: Foreign Language	1.0
CZE	X	131	Elementary Accelerated	Elective: Foreign Language	1.0
CZE	X	200	Intermediate Czech	Elective: Foreign Language	0.5
CZE	X	201	Intermediate Czech 2	Elective: Foreign Language	0.5
DUT	X	130	Beginning Dutch I	Elective: Foreign Language	1.0
DUT	X	131	Beginning Dutch II	Elective: Foreign Language	1.0
FRE	X	100	Elementary French I	Elective: Foreign Language	0.5
FRE	X	101	Elementary French II	Elective: Foreign Language	0.5
FRE	X	120	Elementary French I, Concentrated	Elective: Foreign Language	1.0
FRE	X	121	Elem French II, Concentrated	Elective: Foreign Language	1.0
FRE	X	130	Elementary French I Accelerated	Elective: Foreign Language	1.0
FRE	X	131	Elementary French II Accelerated	Elective: Foreign Language	1.0
FRE	X	200	Intm Level: Gen Rev Basic Skills I	Elective: Foreign Language	0.5
FRE	X	201	Intm Level: Gen Rev Basic Skills II	Elective: Foreign Language	0.5
FRE	X	210	Intermediate Conversation & Comp I	Elective: Foreign Language	0.5
FRE	X	211	Intm Reading And Conv Accelerated II	Elective: Foreign Language	1.0
FRE	X	220	Intermediate Reading And Conversation	Elective: Foreign Language	1.0
FRE	X	221	Interm Reading And Conversation II	Elective: Foreign Language	1.0
FRE	X	230	Reading In French Literature & Culture	Elective: Foreign Language	1.0
FRE	X	231	Intermediate French.Reading II	Elective: Foreign Language	1.0
FRE	X	240	Intermediate Conversation I	Elective: Foreign Language	0.5
FRE	X	241	Intermediate French Conversation II	Elective: Foreign Language	0.5
FRE	X	242	Intermediate French Conversation 1	Elective: Foreign Language	0.5
FRE	X	243	Intermediate French Conversation2	Elective: Foreign Language	0.5
FRE	X	244	Third Year French Conversation	Elective: Foreign Language	0.5
GER	X	100	Elementary German I	Elective: Foreign Language	0.5
GER	X	101	Elementary German II	Elective: Foreign Language	0.5

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
GER	X	104	Elementary German 3	Elective: Foreign Language	0.5
GER	X	110	Elementary Conversational German	Elective: Foreign Language	1.0
GER	X	111	Elementary Conversational German II	Elective: Foreign Language	1.0
GER	X	120	Elementary German I, Concentrated	Elective: Foreign Language	1.0
GER	X	121	Elementary German II, Concentrated	Elective: Foreign Language	1.0
GER	X	130	Elementary German I-Accelerated	Elective: Foreign Language	1.0
GER	X	131	Elementary German II-Accelerated	Elective: Foreign Language	1.0
GER	X	200	Intm Level: Gen Rev Basic Skills I	Elective: Foreign Language	0.5
GER	X	201	Intm Level: Gen Rev Basic Skills II	Elective: Foreign Language	0.5
GER	X	210	Intermediate German I, Accelerated	Elective: Foreign Language	0.5
GER	X	220	Intermediate German Reading and Conversation 1	Elective: Foreign Language	1.0
GER	X	221	Intermediate German Reading and Conversation II	Elective: Foreign Language	1.0
GER	X	240	Intermediate Conversation I	Elective: Foreign Language	0.5
GRE	X	120	Elementary Greek I, Concentrated	Elective: Foreign Language	1.0
GRE	X	121	Elementary Greek II, Concentrated	Elective: Foreign Language	1.0
GRE	X	130	Elementary Greek I, Accelerated	Elective: Foreign Language	1.0
GRE	X	131	Elementary Greek II, Accelerated	Elective: Foreign Language	1.0
GRE	X	140	New Testament Greek I	Elective: Foreign Language	1.0
GRE	X	141	New Testament Greek II	Elective: Foreign Language	1.0
GRE	X	200	Intermediate Language	Elective: Foreign Language	0.5
GRK	X	101	Modern Greek Language II	Elective: Foreign Language	0.5
GRK	X	120	Elementary Modern Greek I	Elective: Foreign Language	1.0
GRK	X	121	Elementary Modern Greek II	Elective: Foreign Language	1.0
GRK	X	130	Beginning Modern Greek I	Elective: Foreign Language	1.0
GRK	X	131	Beginning Modern Greek II	Elective: Foreign Language	1.0
GRK	X	200	Intm Level: Gen Rev Basic Skills I	Elective: Foreign Language	0.5
GRK	X	201	Intm Level: Gen Rev Basis Skills II	Elective: Foreign Language	0.5
GRK	X	220	Intermediate Modern Greek Reading & Conversation I	Elective: Foreign Language	1.0
GRK	X	221	Intermediate Modern Greek Reading & Conversation II	Elective: Foreign Language	1.0
GRW	X	240	New Testament Greek I - Lower	Elective: Foreign Language	0.5
GRW	X	250	Readings In New Testament Greek I	Elective: Foreign Language	0.5
HAI	X	120	Elementary Haitian Creole I, Concen	Elective: Foreign Language	1.0
HAI	X	121	Elementary Haitian Creole II, Concen	Elective: Foreign Language	1.0
HAI	X	130	Beginning Haitian Creole 1	Elective: Foreign Language	1.0
HAI	X	131	Beginning Haitian Creole 2	Elective: Foreign Language	1.0
HAI	X	200	Intermediate Haitian Creole I	Elective: Foreign Language	0.5
HAI	X	201	Intermediate Haitian Creole	Elective: Foreign Language	0.5
HBR	X	102	Beginning Hebrew	Elective: Foreign Language	1.0
HBR	X	103	Beginning Hebrew	Elective: Foreign Language	1.0
HBR	X	120	Elementary Hebrew I	Elective: Foreign Language	1.0
HBR	X	121	Elementary Hebrew II	Elective: Foreign Language	1.0
HBR	X	130	Elementary Hebrew I, Accelerated	Elective: Foreign Language	1.0
HBR	X	131	Elementary Hebrew II, Accelerated	Elective: Foreign Language	1.0
HBR	X	132	Hebrew For Heritage Learners 1	Elective: Foreign Language	1.0
HBR	X	133	Hebrew For Heritage Learners 2	Elective: Foreign Language	1.0
HBR	X	200	Intm Lang: Gen Rev Basic Skills I	Elective: Foreign Language	0.5
HBR	X	201	Intm Lang: Gen Rev Basic Skills II	Elective: Foreign Language	0.5
HBR	X	220	Intermediate Hebrew Reading And Conversation I	Elective: Foreign Language	1.0
HBR	X	221	Intermediate Hebrew Reading And Conversation II	Elective: Foreign Language	1.0
HBR	X	222	Intermediate Hebrew	Elective: Foreign Language	1.0
HIN	X	130	Beginning Hindi 1	Elective: Foreign Language	1.0
HIN	X	131	Beginning Hindi 2	Elective: Foreign Language	1.0

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
HIN	X	200	Intermediate Hindi 1	Elective: Foreign Language	1.0
HIN	X	201	Intermediate Hindi 2	Elective: Foreign Language	1.0
HNG	X	130	Beginning Hungarian 1	Elective: Foreign Language	1.0
HNG	X	131	Beginning Hungarian 2	Elective: Foreign Language	1.0
HNG	X	220	Intermediate Hungarian 1	Elective: Foreign Language	1.0
HNG	X	221	Intermediate Hungarian 2	Elective: Foreign Language	1.0
ITA	X	110	Elementary Conversational Italian I	Elective: Foreign Language	1.0
ITA	X	111	Elementary Conversational Italian II	Elective: Foreign Language	1.0
ITA	X	120	Elementary Italian I-Concentrated	Elective: Foreign Language	1.0
ITA	X	121	Elementary Italian II, Concentrated	Elective: Foreign Language	1.0
ITA	X	130	Elementary Accelerated Italian I	Elective: Foreign Language	1.0
ITA	X	131	Elementary Accelerated Italian II	Elective: Foreign Language	1.0
ITA	X	200	Intm Level: Gen Rev Basic Skills I	Elective: Foreign Language	0.5
ITA	X	201	Intm Level: Gen Rev Basic Skills II	Elective: Foreign Language	0.5
ITA	X	210	Intermediate Italian, Accelerated	Elective: Foreign Language	0.5
ITA	X	220	Intermediate Italian Reading And Conversation I	Elective: Foreign Language	1.0
ITA	X	221	Intermediate Italian Reading And Conversation II	Elective: Foreign Language	1.0
ITA	X	240	Intermediate Conversation I	Elective: Foreign Language	0.5
ITA	X	241	Intermediate Conversation II	Elective: Foreign Language	0.5
JPN	X	120	Elementary Japanese I, Concentrated	Elective: Foreign Language	1.0
JPN	X	121	Elementary Japanese II Concentrated	Elective: Foreign Language	1.0
JPN	X	124	Honors Beginning Japanese Language And Culture 1	Elective: Foreign Language	1.0
JPN	X	125	Honors Beginning Japanese Language And Culture 2	Elective: Foreign Language	1.0
JPN	X	130	Beginning Japanese I	Elective: Foreign Language	1.0
JPN	X	131	Beginning Japanese II	Elective: Foreign Language	1.0
JPN	X	200	Intermediate Japanese I	Elective: Foreign Language	0.5
JPN	X	201	Second-Year Japanese 2	Elective: Foreign Language	0.5
JPN	X	202	Intermediate Japanese Reading and Conversation I	Elective: Foreign Language	0.5
JPN	X	220	Intermediate Japanese Reading and Conversation I	Elective: Foreign Language	1.0
JPN	X	221	Intermediate Japanese Reading and Conversation II	Elective: Foreign Language	1.0
JPN	X	224	Honors Intermediate Japanese Language And Culture 1	Elective: Foreign Language	1.0
JPN	X	225	Honors Intermediate Japanese Language And Culture 2	Elective: Foreign Language	1.0
JPN	X	230	Intermediate Readings	Elective: Foreign Language	1.0
JPN	X	231	Intermediate Readings II	Elective: Foreign Language	1.0
KOR	X	130	Beginning Korean 1	Elective: Foreign Language	1.0
KOR	X	131	Beginning Korean 2	Elective: Foreign Language	1.0
KOR	X	230	Intermediate Korean 1	Elective: Foreign Language	1.0
KOR	X	231	Intermediate Korean 2	Elective: Foreign Language	1.0
LAT	X	101	Elementary Latin II	Elective: Foreign Language	0.5
LAT	X	104	Elementary Latin 3	Elective: Foreign Language	0.5
LAT	X	120	Elementary Latin I, Concentrated	Elective: Foreign Language	1.0
LAT	X	121	Elementary Latin II, Concentrated	Elective: Foreign Language	1.0
LAT	X	130	Elementary Accelerated	Elective: Foreign Language	1.0
LAT	X	131	Elementary Accelerated	Elective: Foreign Language	1.0
LAT	X	200	Review Latin Grammar & Translation	Elective: Foreign Language	0.5
LAT	X	220	Intermediate Latin Reading I	Elective: Foreign Language	1.0
LAT	X	221	Intermediate Latin Reading II	Elective: Foreign Language	1.0
LGL	X	130	Beginning Lingala 1	Elective: Foreign Language	1.0
LGL	X	131	Beginning Lingala 2	Elective: Foreign Language	1.0
LGL	X	200	Intermediate Lingala 1	Elective: Foreign Language	0.5
LGL	X	201	Intermediate Lingala 2	Elective: Foreign Language	0.5
POL	X	120	Elementary Polish I, Concentrated	Elective: Foreign Language	1.0
POL	X	121	Elementary Polish II, Concentrated	Elective: Foreign Language	1.0

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
POL	X	130	Intensive Beginning Polish I	Elective: Foreign Language	1.0
POL	X	131	Intensive Beginning Polish II	Elective: Foreign Language	1.0
POL	X	220	Intermediate Polish I	Elective: Foreign Language	1.0
POL	X	221	Intermediate Polish II	Elective: Foreign Language	1.0
POR	X	120	Elementary Portuguese I, Concentrated	Elective: Foreign Language	1.0
POR	X	121	Elementary Portuguese II, Concentrated	Elective: Foreign Language	1.0
POR	X	130	Elementary Accelerated Portuguese	Elective: Foreign Language	1.0
POR	X	131	Elem Accelerated Course I	Elective: Foreign Language	1.0
POR	X	140	Portuguese for Spanish Speakers I	Elective: Foreign Language	0.5
POR	X	141	Portuguese for Advanced Students of Spanish II	Elective: Foreign Language	0.5
POR	X	200	Intm Lang: Gen Rev Basic Skills I	Elective: Foreign Language	0.5
POR	X	201	Intm Lang: Gen Rev Basic Skills II	Elective: Foreign Language	0.5
POR	X	202	Intermediate Portuguese Language I - Upper	Elective: Foreign Language	0.5
POR	X	220	Intermediate Portuguese Reading and Conversation I	Elective: Foreign Language	1.0
RUS	X	101	Elementary Russian II	Elective: Foreign Language	0.5
RUS	X	104	Beginning Russian 3	Elective: Foreign Language	0.5
RUS	X	120	Elementary Russian I, Concentrated	Elective: Foreign Language	1.0
RUS	X	121	Elementary Russian II, Concentrated	Elective: Foreign Language	1.0
RUS	X	130	Elementary Russian I--Accelerated	Elective: Foreign Language	1.0
RUS	X	131	Elementary Russian II--Accelerated	Elective: Foreign Language	1.0
RUS	X	200	Intermediate Russian I	Elective: Foreign Language	0.5
RUS	X	201	Intermediate Russian II	Elective: Foreign Language	0.5
RUS	X	210	Intermediate Russian, Accelerated I	Elective: Foreign Language	0.5
RUS	X	220	Intermediate Russian Reading and Conversation I	Elective: Foreign Language	1.0
RUS	X	221	Intermediate Russian Reading and Conversation II	Elective: Foreign Language	1.0
RUS	X	240	Intermediate Conversation I	Elective: Foreign Language	0.5
RUS	X	241	Intermediate Conversation II	Elective: Foreign Language	0.5
SPN	X	000	Basic Oral Expression I	Elective: Foreign Language	0.5
SPN	X	001	Beginning Oral Expression II	Elective: Foreign Language	0.5
SPN	X	100	Elementary Spanish I	Elective: Foreign Language	0.5
SPN	X	101	Elementary Spanish II	Elective: Foreign Language	0.5
SPN	X	120	Elementary Spanish I, Concentrated	Elective: Foreign Language	1.0
SPN	X	121	Elementary Spanish II, Concentrated	Elective: Foreign Language	1.0
SPN	X	125	Spanish 3	Elective: Foreign Language	1.0
SPN	X	130	Elementary Spanish I Accelerated	Elective: Foreign Language	1.0
SPN	X	131	Elementary Spanish II Accelerated	Elective: Foreign Language	1.0
SPN	X	200	Intm Level: Gen Rev Basic Skills I	Elective: Foreign Language	0.5
SPN	X	201	Intm Level: Gen Rev Basic Skills II	Elective: Foreign Language	0.5
SPN	X	220	Intermediate Reading and Conversation	Elective: Foreign Language	1.0
SPN	X	221	Reading and Conversation II	Elective: Foreign Language	1.0
SPN	X	230	Intermediate Reading I	Elective: Foreign Language	1.0
SPN	X	231	Intermediate Reading II	Elective: Foreign Language	1.0
SPN	X	233	Intermediate Reading In Spanish	Elective: Foreign Language	0.5
SPN	X	240	Intermediate Conversation I	Elective: Foreign Language	0.5
SPN	X	241	Intermediate Conversation II	Elective: Foreign Language	0.5
SPN	X	242	Intermediate Spanish	Elective: Foreign Language	0.5
SPN	X	300	Review Grammar and Syntax I	Elective: Foreign Language	0.5
SPN	X	301	Review Grammar and Syntax II	Elective: Foreign Language	0.5
SPN	X	340	Spanish for Speakers of Spanish	Elective: Foreign Language	0.5
SPN	X	341	Spanish for Speakers of Spanish II	Elective: Foreign Language	0.5
SPN	X	400	Conversation and Composition I	Elective: Foreign Language	0.5

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
SRK	X	100	Elementary Sanskrit I	Elective: Foreign Language	0.5
SRK	X	101	Elementary Sanskrit II	Elective: Foreign Language	0.5
SRK	X	102	Elementary Sanskrit I, Upper	Elective: Foreign Language	0.5
SRK	X	103	Elementary Sanskrit II, Upper	Elective: Foreign Language	0.5
SRK	X	120	Beginning Sanskrit 1	Elective: Foreign Language	1.0
SRK	X	121	Beginning Sanskrit 2	Elective: Foreign Language	1.0
SRK	X	200	Intermediate Sanskrit I	Elective: Foreign Language	0.5
SRK	X	201	Intermediate Sanskrit II	Elective: Foreign Language	0.5
SWA	X	130	Beginning Swahili 1	Elective: Foreign Language	1.0
SWA	X	131	Beginning Swahili 2	Elective: Foreign Language	1.0
SWA	X	200	Intermediate Swahili I	Elective: Foreign Language	0.5
SWA	X	201	Intermediate Swahili II	Elective: Foreign Language	0.5
TUR	X	130	Beginning Turkish 1	Elective: Foreign Language	1.0
TUR	X	131	Beginning Turkish 2	Elective: Foreign Language	1.0
TUR	X	220	Intermediate Turkish 1	Elective: Foreign Language	1.0
TUR	X	221	Intermediate Turkish 2	Elective: Foreign Language	1.0
VTN	X	130	Beginning Vietnamese I	Elective: Foreign Language	1.0
VTN	X	131	Beginning Vietnamese II	Elective: Foreign Language	1.0
VTN	X	220	Second Year Vietnamese I	Elective: Foreign Language	1.0
VTN	X	221	Second Year Vietnamese 2	Elective: Foreign Language	1.0
WOL	X	130	Beginning Wolof 1	Elective: Foreign Language	1.0
WOL	X	131	Beginning Wolof 2	Elective: Foreign Language	1.0
WOL	X	200	Intermediate Wolof 1	Elective: Foreign Language	0.5
WOL	X	201	Intermediate Wolof 2	Elective: Foreign Language	0.5
XHO	X	130	Beginning Xhosa I	Elective: Foreign Language	1.0
XHO	X	131	Beginning Xhosa 2	Elective: Foreign Language	1.0
XHO	X	200	Intermediate Xhosa 1	Elective: Foreign Language	0.5
XHO	X	201	Intermediate Xhosa 2	Elective: Foreign Language	0.5
YOR	X	120	Elementary Yoruba I, Concentrated	Elective: Foreign Language	1.0
YOR	X	130	Beginning Yoruba I	Elective: Foreign Language	1.0
YOR	X	131	Beginning Yoruba 2	Elective: Foreign Language	1.0
YOR	X	200	Intermediate Yoruba I	Elective: Foreign Language	0.5
YOR	X	201	Intermediate Yoruba II	Elective: Foreign Language	0.5

MATHEMATICS

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
MAA	X	102	Advanced Multivariable Calculus I	Mathematics	1.0
MAC	X	105	College Algebra	Mathematics	1.0
MAC	X	106	Combined College Algebra/Pre-Calculus	Mathematics	1.0
MAC	X	107	College Algebra II	Mathematics	1.0
MAC	X	114	Trigonometry	Mathematics	1.0
MAC	X	133	College Algebra and Trig. II	Mathematics	1.0
MAC	X	140	Precalculus Algebra	Mathematics	1.0
MAC	X	145	Precalculus Math	Mathematics	1.0
MAC	X	147	Precalculus Algebra/Trigonometry	Mathematics	1.0
MAC	X	154	Analytic Geometry	Mathematics	1.0

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
MAC	X	223	Calculus For Architecture I	Mathematics	1.0
MAC	X	233	Calculus For Business I	Mathematics	1.0
MAC	X	234	Calculus For Business & Soc. Science II	Mathematics	1.0
MAC	X	241	Life Science Calculus I	Mathematics	1.0
MAC	X	242	Life Science Calculus II	Mathematics	1.0
MAC	X	253	Calculus For Engineering Technology I	Mathematics	1.0
MAC	X	254	Calc. For Engineering Technology II	Mathematics	1.0
MAC	X	281	Engineering Calculus I	Mathematics	1.0
MAC	X	282	Engineering Calculus II	Mathematics	1.0
MAC	X	283	Engineering Calculus III	Mathematics	1.0
MAC	X	300	Calculus	Mathematics	1.0
MAC	X	311	Calculus I	Mathematics	1.0
MAC	X	312	Calculus II	Mathematics	1.0
MAC	X	313	Calculus III	Mathematics	1.0
MAC	X	331	Integrated Math I	Mathematics	1.0
MAC	X	332	Integrated Math II	Mathematics	1.0
MAC	X	333	Integrated Math III	Mathematics	1.0
MAC	X	334	Integrated Math IV	Mathematics	1.0
MAC	X	421	Calculus With Differential Equations I	Mathematics	1.0
MAC	X	422	Calculus With Differential Equations II	Mathematics	1.0
MAC	X	423	Calculus With Differential Equations III	Mathematics	1.0
MAC	X	472	Honors Calculus I	Mathematics	1.0
MAC	X	473	Honors Calculus II	Mathematics	1.0
MAC	X	474	Honors Calculus III	Mathematics	1.0
MAD	X	100	Applications-Oriented Algebra	Mathematics	1.0
MAD	X	104	Discrete Mathematics	Mathematics	1.0
MAD	X	401	Numerical Analysis	Mathematics	1.0
MAP	X	302	Differential Equations	Mathematics	1.0
MAP	X	401	Advanced Differential Equations	Mathematics	1.0
MAS	X	103	Linear Algebra	Mathematics	1.0
MAS	X	105	Linear Algebra	Mathematics	1.0
MAS	X	106	Linear Algebra I	Mathematics	1.0
MAS	X	121	Linear Operations and Differential Equations	Mathematics	1.0
MAS	X	300	Numbers and Polynomials	Mathematics	1.0
MAT	X	033	Intermediate Algebra	Mathematics	0.5
MGF	X	106	Liberal Arts Mathematics I	Mathematics	1.0
MGF	X	107	Liberal Arts Mathematics II	Mathematics	1.0
MGF	X	108	Honors Mathematical Ideas & Explorations	Mathematics	1.0
MGF	X	111	Geometry And Measurement	Mathematics	1.0
MGF	X	112	Informal Logic	Mathematics	1.0
MGF	X	113	Mathematics For Teachers I	Mathematics	1.0
MGF	X	114	Mathematics For Teacher II	Mathematics	1.0
MGF	X	120	Basic Probability	Mathematics	1.0
MGF	X	131	Software Solutions For Mathematics	Mathematics	1.0
MGF	X	210	Finite Mathematics	Mathematics	1.0
MGF	X	214	Finite Math-Taught Through Environment	Mathematics	1.0
MHF	X	300	Elementary Mathematical Logic	Mathematics	1.0
MTG	X	204	Informal Geometry	Mathematics	1.0
MTG	X	206	College Geometry	Mathematics	1.0
MTG	X	212	College Geometry	Mathematics	1.0
QMB	X	100	Basic Business Statistics	Mathematics	1.0
STA	X	013	Basic Descript. & Inferential Statistics	Mathematics	1.0
STA	X	014	Descriptive and Inferential Statistics	Mathematics	1.0
STA	X	021	Introd. to Statistics and Probability	Mathematics	1.0
STA	X	022	Basic Statistics	Mathematics	1.0
STA	X	023	Statistical Methods I	Mathematics	1.0
STA	X	037	Statistics with Calculus	Mathematics	1.0
STA	X	122	Statistical Applic. in Social Science I	Mathematics	1.0

PERFORMING/FINE ARTS

Subject area credit in Performing/Fine Arts is awarded for approved courses regardless of whether a lab is taken with the course.

All performing fine arts courses must be taken for 3.0 or more college credit hours in order to be guaranteed 0.5 high school credits.

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
ARC	X	301	Architectural Design I	Performing/Fine Arts	0.5
ARC	X	701	Architectural Development	Performing/Fine Arts	0.5
ARH	X	000	Art Appreciation	Performing/Fine Arts	0.5
ARH	X	002	The Artistic Experience	Performing/Fine Arts	0.5
ARH	X	003	Purposes of Art	Performing/Fine Arts	0.5
ARH	X	006	History of Visual Ideas I	Performing/Fine Arts	0.5
ARH	X	010	Introduction to Art History	Performing/Fine Arts	0.5
ARH	X	050	Art History I	Performing/Fine Arts	0.5
ARH	X	051	Art History II	Performing/Fine Arts	0.5
ARH	X	052	Introduction To Art History III	Performing/Fine Arts	0.5
ARH	X	060	The History Of Architecture	Performing/Fine Arts	0.5
ARH	X	402	Art History 3	Performing/Fine Arts	0.5
ARH	X	411	Art History: Modern Art	Performing/Fine Arts	0.5
ARH	X	500	Introduction to Non-Western Art	Performing/Fine Arts	0.5
ART	X	001	Studio Art for Nonmajors	Performing/Fine Arts	0.5
ART	X	003	Studio Art for Majors	Performing/Fine Arts	0.5
ART	X	100	Crafts I	Performing/Fine Arts	0.5
ART	X	110	Ceramics I	Performing/Fine Arts	0.5
ART	X	111	Ceramics II	Performing/Fine Arts	0.5
ART	X	130	Fabric/Fiber I, Lower	Performing/Fine Arts	0.5
ART	X	150	Metals I, Lower	Performing/Fine Arts	0.5
ART	X	161	Alternative Media	Performing/Fine Arts	0.5
ART	X	162	Wood, Metal, and Plastics	Performing/Fine Arts	0.5
ART	X	181	Stained Glass	Performing/Fine Arts	0.5
ART	X	201	Design I	Performing/Fine Arts	0.5
ART	X	202	Design II, Lower (2-D)	Performing/Fine Arts	0.5
ART	X	203	Design III	Performing/Fine Arts	0.5
ART	X	205	Color and Composition	Performing/Fine Arts	0.5
ART	X	220	Form and Space	Performing/Fine Arts	0.5
ART	X	230	Communication Design I	Performing/Fine Arts	0.5
ART	X	253	Illustration I	Performing/Fine Arts	0.5
ART	X	280	Serial Content & Classic Form I	Performing/Fine Arts	0.5
ART	X	300	Drawing I	Performing/Fine Arts	0.5
ART	X	301	Drawing II	Performing/Fine Arts	0.5
ART	X	302	Drawing III	Performing/Fine Arts	0.5
ART	X	310	Drawing I, Upper	Performing/Fine Arts	0.5
ART	X	330	Drawing	Performing/Fine Arts	0.5
ART	X	332	Figure Drawing I, Upper	Performing/Fine Arts	0.5
ART	X	340	Beginning Illustrations	Performing/Fine Arts	0.5
ART	X	375	Drawing	Performing/Fine Arts	0.5
ART	X	400	Printmaking I	Performing/Fine Arts	0.5
ART	X	401	Printmaking II	Performing/Fine Arts	0.5
ART	X	500	Painting I	Performing/Fine Arts	0.5
ART	X	501	Painting II	Performing/Fine Arts	0.5
ART	X	502	Painting III	Performing/Fine Arts	0.5
ART	X	503	Painting IV	Performing/Fine Arts	0.5
ART	X	507	Painting for Non-Majors	Performing/Fine Arts	0.5
ART	X	510	Painting I	Performing/Fine Arts	0.5

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
ART	X	520	Advanced Painting	Performing/Fine Arts	0.5
ART	X	600	Electronic Media I	Performing/Fine Arts	0.5
ART	X	601	Electronic Media II	Performing/Fine Arts	0.5
ART	X	602	Digital Imaging	Performing/Fine Arts	0.5
ART	X	613	Electronic Media Iv	Performing/Fine Arts	0.5
ART	X	701	Sculpture I	Performing/Fine Arts	0.5
ART	X	702	Sculpture II	Performing/Fine Arts	0.5
ART	X	703	Sculpture II (Alternate Number)	Performing/Fine Arts	0.5
ART	X	710	Advanced Sculpture	Performing/Fine Arts	0.5
ART	X	722	Stone Carving	Performing/Fine Arts	0.5
ART	X	750	Ceramics I	Performing/Fine Arts	0.5
ART	X	751	Ceramics II	Performing/Fine Arts	0.5
ART	X	752	Wheel Throwing I	Performing/Fine Arts	0.5
ART	X	759	Ceramic Studio I	Performing/Fine Arts	0.5
ART	X	760	Ceramics I	Performing/Fine Arts	0.5
ART	X	761	Ceramics II	Performing/Fine Arts	0.5
ART	X	768	Ceramic Sculpture	Performing/Fine Arts	0.5
ART	X	802	Art Workshop: Research and Practice	Performing/Fine Arts	0.5
ART	X	803	Art Workshop: Research and Practice	Performing/Fine Arts	0.5
ART	X	820	Visual Thinking	Performing/Fine Arts	0.5
ART	X	823	Art as Interface	Performing/Fine Arts	0.5
DAA	X	100	Modern Dance I	Performing/Fine Arts	0.5
DAA	X	101	Basic Contemporary Dance	Performing/Fine Arts	0.5
DAA	X	102	Contemporary/Modern Dance III for Non-Majors	Performing/Fine Arts	0.5
DAA	X	104	Contemporary Dance I	Performing/Fine Arts	0.5
DAA	X	108	Modern Dance III	Performing/Fine Arts	0.5
DAA	X	114	Modern Dance 3	Performing/Fine Arts	0.5
DAA	X	200	Ballet	Performing/Fine Arts	0.5
DAA	X	201	Ballet II For Non-Majors	Performing/Fine Arts	0.5
DAN	X	100	Introduction To Dance	Performing/Fine Arts	0.5
DAN	X	600	Music and Dance (Single Course)	Performing/Fine Arts	0.5
DAN	X	757	Pilates Technique For The Dancer	Performing/Fine Arts	0.5
DIG	X	115	Digital Imaging	Performing/Fine Arts	0.5
ENG	X	100	Film as Literature	Performing/Fine Arts	0.5
FIL	X	000	Introduction to Film Studies	Performing/Fine Arts	0.5
FIL	X	001	Introduction to Film Production	Performing/Fine Arts	0.5
FIL	X	002	Appreciation Of Film I	Performing/Fine Arts	0.5
FIL	X	011	The Film as Mass Com II: Rhetor & Styli	Performing/Fine Arts	0.5
FIL	X	030	History of Motion Pictures	Performing/Fine Arts	0.5
FIL	X	031	History of Film I	Performing/Fine Arts	0.5
FIL	X	100	Screen Writing	Performing/Fine Arts	0.5
FIL	X	126	Genre Writing	Performing/Fine Arts	0.5
FIL	X	200	Film Production	Performing/Fine Arts	0.5
FIL	X	400	History of Motion Pictures	Performing/Fine Arts	0.5
FIL	X	420	Introduction to Film Production I	Performing/Fine Arts	0.5
FIL	X	423	Filmmaking I	Performing/Fine Arts	0.5
FIL	X	432	Film Production	Performing/Fine Arts	0.5
FIL	X	461	Cinematography	Performing/Fine Arts	0.5
FIL	X	506	Critical Methods	Performing/Fine Arts	0.5
FIL	X	543	Post-Production Sound for Motion Pictures	Performing/Fine Arts	0.5
FIL	X	806	Crit Meth:Motion Pic, TV & Record Arts	Performing/Fine Arts	0.5
GRA	X	101	Graphic Design for Non-Majors	Performing/Fine Arts	0.5
GRA	X	103	Graphic Design	Performing/Fine Arts	0.5
GRA	X	111	Graphic Design I	Performing/Fine Arts	0.5
GRA	X	122	Desktop Publishing	Performing/Fine Arts	0.5
GRA	X	151	Computer Graphics I	Performing/Fine Arts	0.5
GRA	X	152	Computer Graphics II	Performing/Fine Arts	0.5
GRA	X	190	Graphics Design I	Performing/Fine Arts	0.5
GRA	X	191	Graphics Design II	Performing/Fine Arts	0.5

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
GRA	X	500	Introduction to Graphic Arts	Performing/Fine Arts	0.5
GRA	X	543	Graphic Design	Performing/Fine Arts	0.5
GRA	X	740	Presentations	Performing/Fine Arts	0.5
GRA	X	743	Commercial Illustration	Performing/Fine Arts	0.5
GRA	X	802	Computer Graphics for Artists	Performing/Fine Arts	0.5
GRA	X	811	Applied Illustration I	Performing/Fine Arts	0.5
GRA	X	880	Illustration	Performing/Fine Arts	0.5
MUE	X	290	Music Skills - - Nonmusic Majors	Performing/Fine Arts	0.5
MUH	X	011	Music Appreciation I	Performing/Fine Arts	0.5
MUH	X	012	Intro to Music History-Apprec ii	Performing/Fine Arts	0.5
MUH	X	017	Contemporary Jazz	Performing/Fine Arts	0.5
MUH	X	018	Jazz History and Appreciation	Performing/Fine Arts	0.5
MUH	X	051	Music/Tribal & Folk Cultures-Nonmajor	Performing/Fine Arts	0.5
MUH	X	052	Contemporary Music Cultures	Performing/Fine Arts	0.5
MUH	X	110	Introduction to Music History & Lit	Performing/Fine Arts	0.5
MUH	X	111	Introduction to Mus History I	Performing/Fine Arts	0.5
MUH	X	112	Introduction to Music History	Performing/Fine Arts	0.5
MUH	X	371	20 th Century Music	Performing/Fine Arts	0.5
MUH	X	632	Music in the United States	Performing/Fine Arts	0.5
MUL	X	010	Music Appreciation	Performing/Fine Arts	0.5
MUL	X	110	Survey of Music Literature	Performing/Fine Arts	0.5
MUL	X	111	Intro to Mus Lit I (Music Majors)	Performing/Fine Arts	0.5
MUL	X	112	Intro to Mus Lit II (Music Majors)	Performing/Fine Arts	0.5
MUL	X	380	Jazz And Popular Music In America	Performing/Fine Arts	0.5
MUM	X	600	Recording Techniques	Performing/Fine Arts	0.5
MUN	X	310	College Chorus	Performing/Fine Arts	0.5
MUN	X	340	Chamber Singers	Performing/Fine Arts	0.5
MUN	X	450	Piano Ensemble	Performing/Fine Arts	0.5
MUS	X	360	Music And Computers	Performing/Fine Arts	0.5
MUS	X	550	Music Technology	Performing/Fine Arts	0.5
MUT	X	001	Fundamentals of Music	Performing/Fine Arts	0.5
MUT	X	011	Music Theory For Nonmajors	Performing/Fine Arts	0.5
MUT	X	111	Music Theory I	Performing/Fine Arts	0.5
MUT	X	112	Music Theory II	Performing/Fine Arts	0.5
MUT	X	116	2nd Yr Music Theory I	Performing/Fine Arts	0.5
MUT	X	117	2nd Yr Music Theory II	Performing/Fine Arts	0.5
MUT	X	121	Music Theory I	Performing/Fine Arts	0.5
MUT	X	122	Music Theory II	Performing/Fine Arts	0.5
MUT	X	126	Music Theory III	Performing/Fine Arts	0.5
MUT	X	127	Music Theory IV	Performing/Fine Arts	0.5
PGY	X	100	Basic Photography for Nonmajors	Performing/Fine Arts	0.5
PGY	X	102	Photography II for Nonmajors	Performing/Fine Arts	0.5
PGY	X	103	Photography Techniques - AS Only	Performing/Fine Arts	0.5
PGY	X	400	Principles of Photography - AS Only	Performing/Fine Arts	0.5
PGY	X	401	Photography I for Majors	Performing/Fine Arts	0.5
PGY	X	410	Photography II	Performing/Fine Arts	0.5
PGY	X	420	Advanced B&W Photography	Performing/Fine Arts	0.5
PGY	X	750	Introduction to Video Art	Performing/Fine Arts	0.5
PGY	X	801	Digital Photography I	Performing/Fine Arts	0.5
PGY	X	802	Digital Photography II	Performing/Fine Arts	0.5
PGY	X	890	Digital Image Processing	Performing/Fine Arts	0.5
RTV	X	201	Introduction to Television Production I	Performing/Fine Arts	0.5
RTV	X	300	Broadcast News	Performing/Fine Arts	0.5
SPC	X	010	Survey Public Speaking/Listening	Performing/Fine Arts	0.5
SPC	X	016	Public Speaking/ Interpersonal	Performing/Fine Arts	0.5
SPC	X	017	Fundamentals of Speech	Performing/Fine Arts	0.5
SPC	X	023	Fundamentals of Speech	Performing/Fine Arts	0.5
SPC	X	024	Pub Speaking Gr Disc Interpsnl & List	Performing/Fine Arts	0.5

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
SPC	X	060	Business And Professional Communications	Performing/Fine Arts	0.5
SPC	X	062	Business And Professional Communications	Performing/Fine Arts	0.5
SPC	X	065	Business & Professional Communication	Performing/Fine Arts	0.5
SPC	X	300	Fundamentals of Interpersonal Com	Performing/Fine Arts	0.5
SPC	X	511	Argumentation and Debate	Performing/Fine Arts	0.5
SPC	X	541	Persuasion	Performing/Fine Arts	0.5
SPC	X	600	Public Speaking I	Performing/Fine Arts	0.5
SPC	X	603	Fundamentals of Technical Presentations	Performing/Fine Arts	0.5
SPC	X	608	Public Speaking I	Performing/Fine Arts	0.5
THE	X	000	Theatre Appreciation	Performing/Fine Arts	0.5
THE	X	010	Survey of Drama: Ancient Greece to Early Renaissance	Performing/Fine Arts	0.5
THE	X	011	Survey of Drama: High Renaissance to Present	Performing/Fine Arts	0.5
THE	X	020	Introduction to Theatre	Performing/Fine Arts	0.5
THE	X	030	Introduction Theatre I	Performing/Fine Arts	0.5
THE	X	071	Cinema Arts	Performing/Fine Arts	0.5
THE	X	100	Introduction to Theatre History	Performing/Fine Arts	0.5
THE	X	300	Dramatic Literature	Performing/Fine Arts	0.5
THE	X	305	Survey of Dramatic Literature	Performing/Fine Arts	0.5
THE	X	820	Creative Dramatics	Performing/Fine Arts	0.5
THE	X	925	Play Production	Performing/Fine Arts	0.5
TPA	X	000	Introduction to Theatre Design	Performing/Fine Arts	0.5
TPA	X	210	Stagecraft I	Performing/Fine Arts	0.5
TPA	X	220	Stage Lighting	Performing/Fine Arts	0.5
TPA	X	230	Theatre Costuming I	Performing/Fine Arts	0.5
TPA	X	231	Advanced Theatre Costuming	Performing/Fine Arts	0.5
TPP	X	100	Acting I	Performing/Fine Arts	0.5
TPP	X	110	Acting I (Majors)	Performing/Fine Arts	0.5
TPP	X	111	Acting II	Performing/Fine Arts	0.5
TPP	X	700	Voice Preparation for the Actor	Performing/Fine Arts	0.5

PHYSICAL EDUCATION

Please note: These courses only satisfy personal fitness, students must still complete another 0.5 credit physical education elective course to complete the 1.0 credit physical education graduation requirement.

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
HLP	X	081	Personal Health And Fitness	Physical Education: Personal Fitness	0.5
HLP	X	082	Personal Wellness	Physical Education: Personal Fitness	0.5
HLP	X	083	Human Performance	Physical Education: Personal Fitness	0.5
HSC	X	100	Personal Health	Physical Education: Personal Fitness	0.5
HSC	X	101	Perspectives of Health and Wellness	Physical Education: Personal Fitness	0.5
HSC	X	102	Healthful Living I	Physical Education: Personal Fitness	0.5
HUN	X	003	Wellness:Nutrition, Personal Growth, Fitness	Physical Education: Personal Fitness	0.5
HUN	X	270	Sports Nutrition	Physical Education: Personal Fitness	0.5
PET	X	303	Appl. Of Scientific Prin. To Conditioning Programs	Physical Education: Personal Fitness	0.5

PRACTICAL ARTS/CAREER EDUCATION CREDIT

All postsecondary courses taken through dual enrollment for three credits or higher that are part of a postsecondary career/technical program of study (Technical Certificate, Advanced Technical Certificate, ATD, AAS, AS) shall be awarded at least 0.5 elective credits toward high school graduation.

Note: Students seeking to meet the requirements of a 3-year Career Preparatory Diploma or a Gold Seal Vocational Scholarship through dual enrollment must carefully choose dual enrollment courses that meet the requirements for 3 sequential credits in one career education program.

Postsecondary adult vocational (PSAV) clock hour courses taken through dual enrollment that are not listed below shall be awarded:

1.0 high school credit for each 150 hours in the course rounded down to the nearest 0.5 credits

The equivalencies of the courses listed below were determined on comparable course content pursuant to s.1007.271(6), F.S.

NOTE: For those career and technical secondary courses that have been identified as satisfying the fine or performing arts high school graduation requirement (s. 1003.428(2)(a)5, Florida Statutes), the equivalent postsecondary CTE course will also satisfy that requirement. Each of these courses has been identified by a committee of representatives from Career and Technical Education and Fine Arts as a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination.

The inclusion of the career and technical education courses on this list does not guarantee that they are all appropriate for career dual enrollment. Institutions must determine which of these or any other career courses will apply toward a career certificate and an industry certification pursuant to 1007.271(7),(11), Florida Statutes.

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
ACO	0	040	Accounting Clerk	Vocational	2
ACO	0	041	Accounting Associate	Vocational	2
ACO	0	042	Accounting Assistant	Vocational	1
ACO	0	050	Managerial Accounting	Vocational	1
ACR	0	041	Air Conditioning, Refrigeration and Heating Helper	Vocational	1.5
ACR	0	043	Air Conditioning, Refrigeration and Heating Mechanic Assistant	Vocational	1.5
ACR	0	044	Air Conditioning, Refrigeration and Heating Technician OR	Vocational	2
ACR	0	045	Refrigeration Mechanic	Vocational	2
ACR	0	046	Refrigeration Technician	Vocational	3
ACR	0	047	Air Conditioning, Refrigeration and Heating Mechanic 1	Vocational	1.5
ACR	0	049	Air Conditioning, Refrigeration and Heating Mechanic 2	Vocational	1.5
AEB	0	000	Purchasing Agents and Buyers, Farm Products	Practical Arts	3
AER	0	011	Automotive Maintenance Technician	Vocational	2.5
AER	0	014	Automotive Services Assistor	Vocational	2
AER	0	070	Dealership Policies and Protocols	Vocational	0.5
AER	0	075	Introduction to Automotive Service Advisor	Vocational	0.5
AER	0	076	Introduction to Automotive Customer Service	Vocational	0.5
AER	0	110	Engine Repair Technician	Vocational	1
AER	0	118	Advanced Engine Repair Technician	Vocational	1
AER	0	172	Automotive Heat/Air Conditioning Technician	Vocational	1
AER	0	173	Advanced Automotive Heat/Air Conditioning Technician	Vocational	1
AER	0	257	Automatic Transmission/Transaxle Technician	Vocational	1
AER	0	258	Advanced Automatic Transmission/Transaxle Technician	Vocational	1
AER	0	274	Manual Drivetrain and Axle Technician	Vocational	1

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
AER	0	275	Advanced Manual Drivetrain and Axle Technician	Vocational	1
AER	0	319	Advanced Automotive Electrical/Electronics System Technician	Vocational	2.5
AER	0	360	Automotive Electrical/Electronics System Technician	Vocational	2
AER	0	418	Automotive Brake System Technician	Vocational	1
AER	0	419	Advanced Automotive Brake System Technician	Vocational	1
AER	0	453	Automotive Suspension and Steering Technician	Vocational	1
AER	0	459	Advanced Automotive Suspension and Steering Technician	Vocational	1
AER	0	503	Automotive Engine Performance Technician	Vocational	2
AER	0	506	Advanced Automotive Engine Performance Technician	Vocational	2.5
AER	0	945	Dealership Internship	Vocational	1
AGG	0	080	Biological Technician - Animal	Vocational	3
AGG	0	081	Biotechnology Technician - Plant	Vocational	3
AMT	0	125	Aircraft Coating Safety, Inspection and Environmental Regulations	Vocational	0.5
AMT	0	126	Aircraft Coatings Technician	Vocational	1
AMT	0	133	Aircraft Surface Prep Technician	Vocational	1
AMT	0	700	Aviation General Maintenance Technician Helper	Vocational	4
AMT	0	710	Aviation Maintenance Technician with FAA Airframe 1	Vocational	3
AMT	0	711	Aviation Maintenance Technician with FAA Airframe 2	Vocational	3
AMT	0	720	Aviation Maintenance Technician with Power Plant Rating 1	Vocational	3
AMT	0	721	Aviation Maintenance Technician with Power Plant Rating 2	Vocational	3
AMT	0	940	Aircraft Coatings Technician Internship	Vocational	0.5
AOM	0	311	Agricultural Machinery Operator	Vocational	1
AOM	0	330	Agricultural Equipment Operator 1	Vocational	3
AOM	0	331	Agricultural Equipment Operator 2	Vocational	1
AOM	0	338	Farm Equipment Mechanic	Vocational	1
AOM	0	339	Agricultural Machinery Mechanics	Vocational	2
ARR	0	020	Automotive Collision Estimator	Vocational	0.5
ARR	0	071	Lot Porter	Vocational	1
ARR	0	072	Pre-Delivery Inspection Technician	Vocational	2
ARR	0	073	Recreational Vehicle Technician 1	Vocational	1.5
ARR	0	074	Recreational Vehicle Technician 2	Vocational	1.5
ARR	0	127	Automotive Refinishing	Vocational	2
ARR	0	210	Paint and Body Helper	Vocational	2
ARR	0	213	Paint and Body Assistant	Vocational	2
ARR	0	240	Automotive Body Repairer	Vocational	2
ARR	0	313	Frame and Body Repairman	Vocational	1
ARR	0	610	Basic Prep, Automotive	Vocational	1
ARR	0	611	Reconditioning Detailer	Vocational	1
ARR	0	612	Automotive Detailer	Vocational	1
ATE	0	006	Veterinary Assisting & Laboratory Animal Caretakers 1	Vocational	3
ATE	0	006	Veterinary Assisting & Laboratory Animal Caretakers 1	Vocational	3
ATE	0	070	Veterinary Assisting & Laboratory Animal Caretakers 2	Vocational	1
ATE	0	070	Veterinary Assisting & Laboratory Animal Caretakers 2	Vocational	1
ATE	0	072	Veterinary Assistant	Vocational	1
AVS	0	009	Basic Electronics Troubleshooter	Vocational	1
AVS	0	090	Avionics Technical Publications Technician	Vocational	1
AVS	0	091	Avionics Installer	Vocational	1
AVS	0	092	Avionics Communications System Technician	Vocational	1
AVS	0	093	Avionics Technician	Vocational	1
AVS	0	095	Basic Electronics Troubleshooter	Vocational	1
AVS	0	096	Advanced Electronics Troubleshooter	Vocational	1
AVS	0	097	Avionics Installation Technician	Vocational	1
AVS	0	098	Avionics Technician	Vocational	1
BCV	0	044	Cost Estimator	Practical Arts	1

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
BCV	0	080	Building Construction Assistant	Practical Arts	3
BCV	0	081	Carpentry and Masonry Technician	Vocational	1
BCV	0	082	Electrical and Plumbing Technician	Vocational	1
BCV	0	083	A/C and Painting Technician	Practical Arts	1
BCV	0	107	Carpenter Helper	Vocational	2
BCV	0	111	Trim and Finish Carpenter	Vocational	2
BCV	0	122	Carpenter (Rough)	Vocational	3
BCV	0	128	Carpenter	Vocational	1
BCV	0	164	Painter and Paper Hanger 1	Vocational	2
BCV	0	165	Painter and Paper Hanger 2	Vocational	2
BCV	0	168	Floor Covering Installer	Vocational	3
BCV	0	180	Plasterer	Vocational	3
BCV	0	186	Drywall Installer (1 of 2)	Vocational	2
BCV	0	187	Drywall Installer (2 of 2)	Vocational	2
BCV	0	235	Cabinet Finisher	Vocational	1
BCV	0	240	Cabinet Assembler	Vocational	2
BCV	0	243	Cabinetmaker	Vocational	3
BCV	0	300	Concrete Finisher	Vocational	1
BCV	0	330	Masonry Tender	Vocational	3
BCV	0	360	Bricklayer Helper	Vocational	2
BCV	0	362	Brickmason 1	Vocational	3
BCV	0	363	Brickmason 2	Vocational	3
BCV	0	392	Hard Tile Setter 1	Vocational	1.5
BCV	0	393	Hard Tile Setter 2	Vocational	1.5
BCV	0	400	Building Construction Helper	Vocational	3
BCV	0	401	Building Construction Technician 1	Vocational	2
BCV	0	402	Building Construction Technician 2	Vocational	2
BCV	0	508	Helper, Plumber, Pipefitter	Vocational	2
BCV	0	540	Residential Plumber	Vocational	2
BCV	0	562	Commercial Plumber	Vocational	2
BCV	0	565	Fire Sprinkler Installer Helper	Vocational	2
BCV	0	566	Fire Sprinkler Installer (1 of 2)	Vocational	2.5
BCV	0	567	Fire Sprinkler Installer (2 of 2)	Vocational	2.5
BCV	0	568	Industrial Pipefitter Helper	Vocational	2
BCV	0	569	Industrial Pipefitter	Vocational	2
BCV	0	592	Plumber	Vocational	1
BCV	0	603	Electrician Helper	Vocational	2
BCV	0	640	Residential Electrician	Vocational	3
BCV	0	652	Commercial Electrician	Vocational	3
BCV	0	666	Electrical Technician	Vocational	2
BCV	0	667	Industrial Electrician	Vocational	2
BRC	0	080	Estate Planner	Vocational	0
BRC	0	081	Income Tax Planning	Vocational	0
BRC	0	082	Investment Planning	Vocational	0
BRC	0	083	Employee Benefits and Retirement Planning	Vocational	0
BRC	0	084	Principles of Financial and Insurance Planning	Vocational	0
BRC	0	089	Personal Financial Planning (Capstone)	Vocational	0
BRC	0	090	Data Entry Clerk	Vocational	1
BRC	0	091	Accounting Applications 1	Vocational	1
BRC	0	091	Credit Checkers	Vocational	3
BRC	0	093	Brokerage Clerk	Vocational	1
BRC	0	094	Financial Operations	Vocational	1
BRC	0	099	Business in a Global Economy	Vocational	1
BRC	0	109	Tellers	Vocational	1
BRC	0	945	Financial Internship	Vocational	1

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
BSC	0	490	Biomedical Technician 1	Vocational	2
BSC	0	491	Biomedical Technician 2	Vocational	2
BSC	0	492	Biomedical Technician 3	Vocational	2
CGS	0	820C	Web Development and Design	Practical Arts	0.5
CJK	0	001	Introduction to Law Enforcement	Vocational	0
CJK	0	012	Legal	Vocational	0
CJK	0	013	Interactions in a Diverse Community	Vocational	0
CJK	0	014	Interviewing and Report Writing	Vocational	0
CJK	0	020	CMS Law Enforcement Vehicle Operations	Vocational	0
CJK	0	031	CMS First Aid for Criminal Justice Officers	Vocational	0
CJK	0	040	CMS Criminal Justice Firearms	Vocational	0.5
CJK	0	051	CMS Criminal Justice Defensive Tactics	Vocational	0.5
CJK	0	064	Fundamentals of Patrol	Vocational	0
CJK	0	065	Calls for Service	Vocational	0
CJK	0	077	Criminal Investigations	Vocational	0
CJK	0	078	Crime Scene to Courtroom	Vocational	0
CJK	0	084	DUI Traffic Stops	Vocational	0
CJK	0	087	Traffic Stops	Vocational	0
CJK	0	088	Traffic Crash Investigations	Vocational	0
CJK	0	092	Critical Incidents	Vocational	0
CJK	0	096	Criminal Justice Officer Physical Fitness Training/Law Enforcement	Vocational	0
CJK	0	110	Parking Enforcement Specialist	Vocational	0
CJK	0	112	Traffic Accident Investigator	Vocational	0.5
CJK	0	114	Police Service Aide	Vocational	0.5
CJK	0	120	Police Service Aide - Criminal Justice Operations	Vocational	3
CJK	0	132	Private Security Officer	Vocational	0
CJK	0	134	Armed Private Security Officer	Vocational	0
CJK	0	200	Overview of Corrections	Vocational	0
CJK	0	205	Law Enforcement Crossover to Correctional Responding to Incidents	Vocational	0
CJK	0	219	Responding to Calls for Service	Vocational	0
CJK	0	227	Correctional Probation Crossover to Law Enforcement Officer	Vocational	0
CJK	0	228	Law Enforcement Report Writing	Vocational	0
CJK	0	229	Crime Scene Procedures	Vocational	0
CJK	0	230	Correctional Crossover to Correctional Probation Legal and	Vocational	0
CJK	0	231	Correctional Crossover to Correctional Probation Supervision	Vocational	0
CJK	0	232	Correctional Crossover to Correctional Probation Investigations	Vocational	0
CJK	0	235	Correctional Cross-Over to Correctional Probation Wellness	Vocational	0
CJK	0	240	Law Enforcement Auxiliary Introduction	Vocational	0
CJK	0	241	Law Enforcement Auxiliary Patrol & Traffic	Vocational	0
CJK	0	242	Law Enforcement Auxiliary Investigations	Vocational	0
CJK	0	252	Law Enforcement Cross-over to Correctional Probation Legal and	Vocational	0
CJK	0	256	Law Enforcement Cross-over to Correctional Probation Caseload	Vocational	0
CJK	0	257	Law Enforcement Cross-over to Correctional Probation Supervision	Vocational	0
CJK	0	258	Law Enforcement Cross-Over to Correctional Probation Officer	Vocational	0
CJK	0	271	Correctional Probation Legal	Vocational	0
CJK	0	272	Correctional Probation Interpersonal Communication Skills	Vocational	0
CJK	0	273	Correctional Probation Caseload Management	Vocational	0
CJK	0	274	Correctional Probation Supervision	Vocational	0.5
CJK	0	275	Correctional Probation Investigations	Vocational	0
CJK	0	276	Correctional Probation Management Information Systems	Vocational	0
CJK	0	281	Criminal Justice Officer Physical Fitness Training/Probation Officer	Vocational	0
CJK	0	287	Correctional Probation Cross-over to Correctional Radio	Vocational	0
CJK	0	293	Overview of Law Enforcement	Vocational	0
CJK	0	295	Correctional Crossover to Law Enforcement Officer Wellness	Vocational	0
CJK	0	296	Reporting Procedures	Vocational	0

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
CJK	0	297	Interactions in Crisis Situations	Vocational	0
CJK	0	300	Introduction to Corrections	Vocational	0
CJK	0	305	CJSTC Communications	Vocational	0
CJK	0	310	Officer Safety	Vocational	0
CJK	0	315	Facility and Equipment	Vocational	0
CJK	0	320	Intake and Release	Vocational	0
CJK	0	325	Supervising in a Correctional Facility	Vocational	0
CJK	0	330	Supervising Special Populations	Vocational	0
CJK	0	335	Responding to Incidents and Emergencies	Vocational	0
CJK	0	340	Officer Wellness and Physical Abilities	Vocational	0
CJK	0	354	Law Enforcement Crossover to Correctional Officer Wellness	Vocational	0
CJK	0	391	Correctional Probation Cross-over to Correctional Officer Wellness	Vocational	0
CJK	0	392	Cross-over Handgun Transition Course	Vocational	0
CJK	0	393	Crossover Program Updates	Vocational	0
CJK	0	410	NPS Legal	Vocational	0.5
CJK	0	411	NPS Behavioral Science	Vocational	0
CJK	0	412	NPS Enforcement Operations	Vocational	0
CJK	0	413	NPS Patrol Procedures	Vocational	0.5
CJK	0	414	NPS Firearms	Vocational	0
CJK	0	415	NPS Driving	Vocational	0
CJK	0	416	NPS Physical Techniques	Vocational	0
CJK	0	422	Dart Firing Stun Gun	Vocational	0
COS	0	002	Cosmetologist and Hairdresser 1	Vocational	2
COS	0	003	Cosmetologist and Hairdresser 2	Vocational	2
COS	0	005	Hairdresser and Cosmetologist 1	Practical Arts	2
COS	0	006	Hairdresser and Cosmetologist 2	Practical Arts	2
COS	0	009	Cosmetologist and Hairdresser 3	Vocational	2.5
COS	0	150	Restricted Barber 1	Vocational	2
COS	0	151	Restricted Barber 2	Vocational	2
COS	0	152	Restricted Barber 3	Vocational	2
COS	0	671	Barber	Vocational	1
CSP	0	009	Grooming and Salon Services Core, Facials and Nails	Practical Arts	1.5
CSP	0	009	Grooming and Salon Services Core, Facials and Nails	Practical Arts	1.5
CSP	0	015	Manicurist and Pedicurist	Practical Arts	1.5
CSP	0	105	Advanced Skin Care 1	Vocational	1
CSP	0	106	Advanced Skin Care 2	Vocational	1
CSP	0	264	Facial Treatments	Vocational	1
CSP	0	265	Facials/Skin Care Specialist	Practical Arts	1.5
CSP	0	505	Ethical Business Practices	Vocational	0
CSP	0	930	Specialty Topics	Vocational	0
CSP	0	940	Internship	Vocational	0
CTE	0	000	Garment Fabrication Specialist	Vocational	1
CTE	0	001	Industrial Seamstress	Vocational	1
CTE	0	002	Introduction to Patternmaking and Entrepreneurship	Vocational	1
CTE	0	003	Alterations Specialist	Vocational	2
CTE	0	004	Tailor for Menswear	Vocational	2
CTE	0	005	Formalwear Specialist	Vocational	2
CTE	0	006	Costume Specialist	Vocational	2
CTE	0	007	Accessories Specialist	Vocational	2
CTE	0	008	Intimate Apparel Specialist	Vocational	2
CTE	0	010	Embroiderer	Vocational	2
CTE	0	011	Embroidery Digitizer	Vocational	2
CTE	0	012	CAD Patternmaker I	Vocational	2
CTE	0	013	CAD Patternmaker II	Vocational	2

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
CTS	0	000	Voice Writing (1 of 2)	Vocational	2.5
CTS	0	001	Voice Writing (2 of 2)	Vocational	2.5
CTS	0	002	Voice Writer (1 of 2)	Vocational	3
CTS	0	003	Voice Writer (2 of 2)	Vocational	3
CTS	0	004	Computer Support Technician	Vocational	1
CTS	0	006	Network Systems Technician	Vocational	1
CTS	0	007	Network Specialist	Vocational	2
CTS	0	008	Network Administrator	Vocational	2
CTS	0	009	Wireless Telecommunications Administrator	Vocational	2
CTS	0	011	Web Developer Assistant	Vocational	1
CTS	0	012	Database Specialist	Vocational	1
CTS	0	013	Junior Application Developer	Vocational	2.5
CTS	0	014	Web Application Developer	Vocational	2.5
CTS	0	015	Web Media Integration	Practical Arts	1
CTS	0	015	Web Media Integration	Practical Arts	1
CTS	0	016	Web E-Commerce	Vocational	1
CTS	0	017	Web Interactivity	Practical Arts	1
CTS	0	017	Web Interactivity	Practical Arts	1
CTS	0	018	Cybersecurity Associate	Vocational	4
CTS	0	019	Information Security Manager	Vocational	1
CTS	0	021	Data Security Specialist	Vocational	1
CTS	0	022	Network Support Help Desk Assistant	Vocational	1
CTS	0	023	Network Support Administrator	Vocational	1
CTS	0	024	Senior Network Administrator	Vocational	1
CTS	0	025	Computer Networking	Vocational	1
CTS	0	026	Network Support Manager	Vocational	1
CTS	0	027	Systems Administrator	Vocational	1
CTS	0	028	Systems Engineer	Vocational	1
CTS	0	029	Wireless Network Administrator	Vocational	1
CTS	0	030	Programming Fundamentals	Vocational	1
CTS	0	031	Java Developer	Vocational	4
CTS	0	032	.NET Programmer	Vocational	3
CTS	0	034	Web Programmer	Vocational	3
CTS	0	040	IT Programming and Database	Vocational	1
CTS	0	041	Computer Programmer Assistant	Vocational	2
CTS	0	042	Junior Programmer	Vocational	2
CTS	0	043	Junior Programmer II	Vocational	2
CTS	0	044	Computer Programmer	Vocational	1
CTS	0	046	Database Fundamentals	Vocational	1
CTS	0	047	Specialized Database Programming	Vocational	1
CTS	0	049	Web Scripting	Practical Arts	1
CTS	0	049	Web Scripting	Practical Arts	1
CTS	0	054	Cloud Analyst	Vocational	1
CTS	0	056	Cloud Virtualization Specialist	Vocational	2
CTS	0	059	Technology Support Services	Vocational	4
CTS	0	060	Software Security Specialist	Vocational	1
CTS	0	062	Database Programmer	Vocational	4
CTS	0	063	Database Essentials	Vocational	1
CTS	0	067	Specialized Database Applications	Vocational	1
CTS	0	068	Cybersecurity Essentials	Vocational	1
CTS	0	069	Computer Security Technician	Vocational	2
CTS	0	070	Web Design Foundations	Practical Arts	1
CTS	0	070	Web Design Foundations	Practical Arts	1
CTS	0	071	Web Interface Design	Practical Arts	1

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
CTS	0	071	Web Interface Design	Practical Arts	1
CTS	0	072	IT & Web Systems	Vocational	2
CTS	0	073	Web Development Fundamentals	Practical Arts	1
CTS	0	073	Web Development Fundamentals	Practical Arts	1
CTS	0	074	IT & Web Systems	Practical Arts	1
CTS	0	075	Multimedia Systems	Practical Arts	1
CTS	0	076	Assistant Web Designer	Practical Arts	2
CTS	0	077	Web Designer	Practical Arts	2
CTS	0	078	Senior Web Designer	Practical Arts	2
CTS	0	079	IT Web and Digital Media	Practical Arts	1
CTS	0	082	Computer Systems Technology	Vocational	2
CTS	0	083	Computer Network Technician	Vocational	1
CTS	0	084	Computer Networking Specialist	Vocational	1
CTS	0	085	Web Security Specialist	Vocational	1
CTS	0	086	Help Desk Support Assistant	Vocational	2
CTS	0	087	Help Desk Technician	Vocational	2
CTS	0	088	Help Desk Analyst	Vocational	1
CTS	0	089	Information Security Administrator	Vocational	1
CTS	0	099	IT Technical Support and Networking	Vocational	1
CTS	0	940	IT Internship	Vocational	1
DEA	0	005	Dental Lab Technician	Vocational	1.5
DEA	0	705	Denture Technician 1	Vocational	2
DEA	0	706	Advanced Denture Technician	Vocational	2.5
DEA	0	709	Crown and Bridge Technician	Vocational	2.5
DEA	0	710	Ceramic Technician	Vocational	1.5
DEA	0	713	Denture Technician 2	Vocational	2
DEA	0	720	Dental Sterile Technician	Vocational	1
DEA	0	721	Dental Assistant 1	Vocational	1
DEA	0	722	Dental Assistant 2	Vocational	2
DEA	0	723	Dental Assistant 3	Vocational	3
DEA	0	725	Introduction to Dental Assisting	Vocational	0.5
DEA	0	726	Dental Infection Control Assistant	Vocational	1
DEA	0	727	Dental Assisting 1	Vocational	3
DEA	0	728	Dental Assisting 2	Vocational	3
DIG	0	060	3-D Animation Production Assistant	Practical Arts	1
DIG	0	061	Modeler	Practical Arts	2
DIG	0	062	Texture Artist/Rigger	Practical Arts	2
DIG	0	063	Animation/Motion Capture Technician	Practical Arts	2
DIG	0	070	Game/Simulation Designer	Practical Arts	2
DIG	0	071	Game/Simulation Graphic Artist	Practical Arts	1
DIG	0	072	Game/Simulation 3D Animator	Practical Arts	1
DIG	0	073	Digital Media Artist	Practical Arts	1
DIG	0	074	Digital Media Specialist	Practical Arts	1
DIG	0	075	Game Programmer	Vocational	1
DIG	0	076	Game Software Developer	Practical Arts	1
DIG	0	077	Game Simulation Project Manager	Vocational	1
DIG	0	080	Digital Media Technician	Vocational	4
DIG	0	081	Theory and Foundations of Design	Vocational	1
DIG	0	082	Multimedia Digital/Print Designer	Vocational	2
DIG	0	083	Multimedia Web Interactive Designer	Vocational	2
DIG	0	084	Multimedia Integrated Producer Designer	Vocational	2
DIG	0	100	Web Design I	Practical Arts	0.5
DIG	0	940	Practicum and Portfolio Development	Practical Arts	0.5

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
DIG	0	000C	Introduction to Digital Media	Practical Arts	0.5
DIG	0	030C	Digital Video and Sound	Practical Arts	0.5
DIG	0	109C	Digital Imaging Fundamentals	Practical Arts	0.5
DIG	0	284C	Advanced Digital Video and Sound	Practical Arts	0.5
DIG	0	292C	Digital Post-Production	Practical Arts	0.5
DIG	0	341C	Motion Graphics for Digital Media	Practical Arts	0.5
DIG	0	348C	Lighting Design and Techniques	Practical Arts	0.5
DIG	0	430C	Digital Storytelling	Practical Arts	0.5
DIG	0	500C	Fundamentals of Interactive Design/Multimedia Authoring I	Practical Arts	0.5
DIM	0	101	Diesel Engine Technician Helper	Vocational	1
DIM	0	102	Diesel Electrical and Electronics Technician	Vocational	2
DIM	0	103	Diesel Equipment Preventative Maintenance Technician	Vocational	1
DIM	0	104	Diesel Engine Technician	Vocational	2
DIM	0	105	Diesel Brakes Technician	Vocational	2
DIM	0	106	Diesel Heating and Air Conditioning Technician	Vocational	1
DIM	0	107	Diesel Steering and Suspension Technician	Vocational	1
DIM	0	108	Diesel Drivetrain Technician	Vocational	1
DIM	0	109	Diesel Hydraulics Technician	Vocational	1
DIM	0	110	Diesel Power Train Technician	Vocational	1
DIM	0	810	Transit Equipment Preventative Maintenance Technician	Vocational	1.5
DIM	0	811	Transit Basic Electrical Systems Technician	Vocational	1
DIM	0	812	Transit Wheelchair Lift/Ramp Technician	Vocational	0.5
DIM	0	813	Transit Diesel Engine Preventative Maintenance Technician	Vocational	1
DIM	0	814	Transit Steering and Suspension Technician	Vocational	1
DIM	0	820	Transit Hydraulics	Vocational	0.5
DIM	0	821	Transit Diesel Electrical and Diesel Engine Electronics Technician	Vocational	1
DIM	0	822	Transit Drivetrain Technician	Vocational	1
DIM	0	823	Transit Intermediate Electrical Systems Technician	Vocational	1
DIM	0	824	Transit Brakes/Air System Technician	Vocational	1.5
DIM	0	830	Transit Alternative Fuels System Technician	Vocational	1
DIM	0	831	Transit Advanced Electrical Systems Technician	Vocational	1
DIM	0	832	Transit Heating and Air-Conditioning Technician	Vocational	1
DIM	0	833	Transmission Diagnosis, Rebuild and Repair Technician	Vocational	1
DIM	0	834	Diesel Engine Diagnosis, Rebuild and Repair Technician	Vocational	1
DSC	0	230	Seaport Security Officer	Vocational	1
EDG	0	312	Substitute Teacher	Vocational	1
EDG	0	317	Teacher Assisting	Vocational	3
EEC	0	001	Introduction to Early Childhood Education	Practical Arts	0.5
EEC	0	200	Early Childhood Curriculum	Practical Arts	0.5
EER	0	006	Electronics Equipment Repairer	Vocational	1
EER	0	051	Telecommunications Installer	Vocational	1
EER	0	052	Telecommunications Installation and Repairer Specialist	Vocational	1
EER	0	055	Telecommunications Technician	Vocational	2
EER	0	090	Biomedical Electronics Troubleshooter 1	Vocational	1
EER	0	091	Biomedical Electronics Repair Technician	Vocational	1
EER	0	092	Biomedical Imaging Equipment 1	Vocational	1.5
EER	0	093	Biomedical Imaging Equipment Technician	Vocational	1.5
EER	0	310	Appliance Helper	Vocational	2
EER	0	315	Laundry Technician	Vocational	2
EER	0	317	Kitchen Technician	Vocational	3
EER	0	320	Slot Machine Attendant	Vocational	0.5
EER	0	321	Slot Machine Technician	Vocational	1

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
EER	0	336	Copier/Printer Installer	Vocational	1.5
EER	0	337	Copier/Printer Maintenance Technician	Vocational	1.5
EER	0	381	Radio/TV/Video Specialist	Vocational	0.5
EER	0	522	TV Satellite Specialist	Vocational	0.5
EER	0	581	Audio Specialist	Vocational	0.5
EER	0	591	Security System Specialist	Vocational	0.5
EEV	0	010	Electronics Assembler	Vocational	2
EEV	0	020	Electrical, Electronic Assembler	Vocational	3
EEV	0	100	Electronics Tester	Vocational	3
EEV	0	140	Turbine Generator Maintenance Technician I	Vocational	3
EEV	0	141	Turbine Generator Maintenance Technician II	Vocational	3
EEV	0	142	Turbine Generator Maintenance Mechanic	Vocational	3
EEV	0	151	Electrical Powerline Installer 1	Vocational	10
EEV	0	200	Solar Energy Technician	Vocational	3
EEV	0	201	Power Distribution Technician	Vocational	3
EEV	0	202	Energy Generation Technician	Vocational	3
EEV	0	203	Solar Thermal System Design, Installation and Maintenance Helper	Vocational	2
EEV	0	204	Solar Thermal System Design, Installation and Maintenance	Vocational	2
EEV	0	205	Solar Photovoltaic System Design, Installation and Maintenance	Vocational	1
EEV	0	206	Solar Photovoltaic System Design, Installation and Maintenance	Vocational	3
EEV	0	317	Data Communication Analyst	Vocational	1
EEV	0	500	Electronics Equipment Repairer	Vocational	2.5
EEV	0	501	End User Support Technician	Vocational	3
EEV	0	502	PC Electronics Installer	Vocational	1
EEV	0	503	Computer Support Specialist-LAN Technician	Vocational	2
EEV	0	504	Computer Support Assistant	Vocational	1
EEV	0	505	Computer Support Specialist	Vocational	2
EEV	0	506	Field Service Technician	Vocational	2
EEV	0	507	Computer Specialist	Vocational	0.5
EEV	0	508	Digital Electronics Technician	Vocational	3
EEV	0	616	Electronics Technician	Vocational	3
EEV	0	650	Electrician (Construction)	Vocational	2
EEV	0	652	Instrument Mechanic	Vocational	2
EEV	0	654	Electrician Maintenance	Vocational	2
EEV	0	656	Instrument Technician	Vocational	2.5
EEV	0	658	Operating Engineer Assistant Stationary	Vocational	2.5
EEV	0	710	Installation Assistant	Vocational	1
EEV	0	711	Level 1 Installer	Vocational	1
EEV	0	712	Level 2 Installer	Vocational	1
EEV	0	713	Mobile Electronics Technician	Vocational	1
EEV	0	714	Basic Mobile Electronics Technology	Vocational	1
EEV	0	715	Advanced Mobile Electronics Installation Technician	Vocational	1
EMS	0	002	Dispatcher: Police, Fire, Ambulance	Vocational	1.5
EMS	0	050	Emergency Medical Responder	Vocational	0.5
EMS	0	159	Emergency Medical Technician	Vocational	1
EMS	0	219	Paramedic 1	Vocational	2
EMS	0	220	Paramedic 2	Vocational	2
EMS	0	221	Paramedic 3	Vocational	2
ETC	0	003	Public Works Cadet 1	Vocational	1
ETC	0	004	Public Works Cadet 2	Vocational	1
ETC	0	005	Public Works Cadet 3	Vocational	1
ETI	0	085	Engineering Technician	Vocational	3

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
ETI	0	450	Industrial Machine Maintenance Assistant	Vocational	3
ETI	0	456	Machinery Maintenance Mechanic	Vocational	2
ETI	0	457	Machinery Maintenance Technician	Vocational	1
ETI	0	458	Industrial Maintenance Specialist	Vocational	3
ETI	0	459	Millwright	Vocational	3
ETI	0	481	Production Worker	Vocational	1
ETI	0	482	Assembler	Vocational	1
ETI	0	484	Process Assistant	Vocational	1
ETI	0	485	Automation and Production Technician	Vocational	1
ETI	0	600	Drafting Assistant Machining	Vocational	2
ETI	0	601	Cost Control Assistant	Vocational	2
ETI	0	602	Industrial Technician Assistant 1	Vocational	1.5
ETI	0	603	Industrial Technician Assistant 2	Vocational	1.5
ETI	0	604	Industrial Engineering Technician 1	Vocational	1.5
ETI	0	605	Industrial Engineering Technician 2	Vocational	1.5
ETN	0	005	Electroneurodiagnostic Technologist 1	Vocational	1
ETN	0	006	Electroneurodiagnostic Technologist 2	Vocational	1.5
ETN	0	007	Electroneurodiagnostic Technologist 3	Vocational	1.5
ETN	0	008	Electroneurodiagnostic Technologist 4	Vocational	1.5
ETN	0	009	Electroneurodiagnostic Technologist 5	Vocational	1.5
ETP	0	090	Energy Technician 1	Vocational	2
ETP	0	091	Energy Technician 2	Vocational	2
EVS	0	016	Swimming Pool Servicer	Vocational	3
EVS	0	133	Water Treatment Plant Operator, Level "C"	Vocational	1
EVS	0	143	Water Treatment Plant Operator, Level "B"	Vocational	0.5
EVS	0	153	Water Treatment Plant Operator, Level "A"	Vocational	0.5
EVS	0	158	Environmental Science and Protection Technicians 1	Vocational	2
EVS	0	159	Environmental Science and Protection Technicians 2	Vocational	2
EVS	0	240	Water System Operator Level 3	Vocational	0.5
EVS	0	241	Water System Operator Level 2	Vocational	0.5
EVS	0	242	Water System Operator Level 1	Vocational	0.5
EVS	0	333	Wastewater Treatment Plant Operator, Level "C"	Vocational	1
EVS	0	343	Wastewater Treatment Plant Operator, Level "B"	Vocational	0.5
EVS	0	350	Wastewater Treatment Plant Operator, Level "A"	Vocational	0.5
EVS	0	355	Membrane Water Treatment Specialist	Vocational	2
EVS	0	357	High Purity Water Treatment Specialist	Vocational	2
FFP	0	010	Fire Fighter I	Vocational	1
FFP	0	020	Fire Fighter II	Vocational	1
FFP	0	142	Medical First Responder	Vocational	0
FFP	0	160	Fire Instructor I	Vocational	0
FFP	0	161	Fire Instructor II	Vocational	0
FFP	0	162	Fire Instructor III	Vocational	0
FFP	0	360	Fire Apparatus Operator	Vocational	0.5
FFP	0	363	EVOC	Vocational	0
FFP	0	560	Firesafety Inspector I	Vocational	1
FFP	0	562	Firesafety Inspector II	Vocational	1
FFP	0	660	Fire Investigator I	Vocational	1
FFP	0	661	Fire Investigator II	Vocational	1
FIL	0	080	Set Builder/Prop Maker	Practical Arts	2
FIL	0	081	Sound Equipment Operator	Vocational	1.5
FIL	0	082	Grips and lighting Equipment Operator	Vocational	2.5

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
FIL	0	083	Editing Equipment Operator	Vocational	2.5
FIL	0	084	Camera Assistant	Vocational	2.5
FIL	0	085	Video Production Manager	Vocational	2
FIL	0	086	Grip and Lighting Technician	Vocational	1
FIL	0	087	Motion Picture Projectionists/Digital Cinematographer	Vocational	2
FIL	0	088	Digital Video Editor	Vocational	1
FIL	0	089	Visual Effects Artist	Vocational	1
FOR	0	013	Forest and Conservation Technicians-Forestry	Vocational	1
FOR	0	014	Forest and Conservation Technicians- Natural Resources	Vocational	1
FOR	0	030	Forest and Conservation Workers	Vocational	3
FSS	0	064	Food Production	Practical Arts	0.5
FSS	0	090	Pastry Cook/Baker	Vocational	2
FSS	0	091	Pastry Chef/Head Baker	Vocational	2
FSS	0	228	Pastries and Desserts	Practical Arts	0.5
FSS	0	600	Food Service Supervisor	Vocational	1
GIS	0	090	GIS Technician Assistant	Practical Arts	2
GIS	0	091	GIS Technician	Practical Arts	2
GRA	0	001	Presentation Specialist	Practical Arts	1
GRA	0	002	Presentation Graphic Artist	Practical Arts	1
GRA	0	003	Web Production/Design Assistant	Practical Arts	1
GRA	0	005	Multimedia Production Assistant (Multimedia Essentials 1) 2 of 2	Practical Arts	1
GRA	0	006	Multimedia Junior Designer (Multimedia Essentials 2)	Practical Arts	3
GRA	0	007	Multimedia Designer (Video Editing for Multimedia)	Vocational	1
GRA	0	008	Multimedia Producer (Multimedia Authoring)	Vocational	2
GRA	0	009	Multimedia Specialist	Vocational	1
GRA	0	012	Copy Center Technician	Practical Arts	3
GRA	0	013	Process Camera Operator	Practical Arts	2
GRA	0	014	Layout Designer/Planner	Practical Arts	3
GRA	0	015	Duplicator Operator	Vocational	3
GRA	0	016	General Bindery Worker	Vocational	1
GRA	0	020	Digital Publishing Assistant 1	Vocational	1.5
GRA	0	021	Digital Publishing Assistant 2	Vocational	1.5
GRA	0	022	Desktop Publishing Specialist 1	Vocational	1.5
GRA	0	023	Desktop Publishing Specialist 2	Vocational	1.5
GRA	0	024	Production Assistant	Practical Arts	1
GRA	0	025	Digital Assistant Designer	Practical Arts	2
GRA	0	026	Graphic Designer	Practical Arts	2
GRA	0	027	Media Designer	Practical Arts	2
GRA	0	036	Desktop Publishing Assistant	Practical Arts	3
GRA	0	037	Design Technician	Practical Arts	3
GRA	0	038	Illustrator	Practical Arts	2
GRA	0	039	Print Media Artist	Practical Arts	2
GRA	0	079	Custom Promotional Design Manager	Practical Arts	2
GRA	0	120C	Page Design and Layout	Practical Arts	0.5
GRA	0	156C	Digital Design and Illustration	Practical Arts	0.5
GRA	0	204C	Digital Print Production	Practical Arts	0.5
GRA	0	206C	Fundamentals of Typography	Practical Arts	0.5
GRA	0	207C	Advanced Image Editing	Practical Arts	0.5
HCP	0	020	Patient Care Assistant	Vocational	0.5
HCP	0	121	Nurse Aide and Orderly (Articulated)	Vocational	0.5
HCP	0	330	Home Health Aide	Vocational	0.5
HCP	0	332	Advanced Home Health Aide	Vocational	0

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
HCP	0	811	Psychiatric Technician 1	Vocational	2
HCP	0	812	Psychiatric Technician 2	Vocational	2
HCP	0	852	Psychiatric Aide	Vocational	2
HEV	0	001	Automobile Upholstery Helper	Vocational	2
HEV	0	010	Retail Sales	Practical Arts	1
HEV	0	011	Tailor, Dressmaker	Practical Arts	1
HEV	0	012	Fabric and Apparel Patternmakers	Practical Arts	1
HEV	0	013	Fashion Coordinator/Stylist	Practical Arts	1
HEV	0	101	Child Care Teacher Aide	Vocational	0.5
HEV	0	112	Child Care Worker - School Age	Vocational	0
HEV	0	117	Child Care Worker - Preschool	Vocational	0.5
HEV	0	119	Family Child Care Provider	Vocational	0
HEV	0	156	Preschool Teacher	Practical Arts	2
HEV	0	160	Child Care Center Director	Vocational	0
HEV	0	162	Child Care Development Specialist	Vocational	1
HEV	0	190	School Age Care Professional	Vocational	0.5
HEV	0	203	Seamstress	Vocational	1
HEV	0	211	Alterationist	Vocational	1
HEV	0	212	Construction Specialist	Vocational	1
HEV	0	217	Alterationist for Fine Clothing	Vocational	1
HEV	0	232	Custom Tailor/Patternmaker	Vocational	1
HEV	0	240	Power Machine Operator	Vocational	0
HEV	0	244	Layout Machine Operator	Vocational	2
HEV	0	410	Interior Design Assistant	Practical Arts	1
HEV	0	412	Sales/Color Consultant	Vocational	1
HEV	0	413	Interior Decorator/Interior Decorating Consultant	Vocational	1
HEV	0	414	Interior Design Specialist	Practical Arts	1
HEV	0	416	Drafter	Practical Arts	1
HEV	0	420	Sewing Machine Operator, Nongarment	Vocational	3
HEV	0	430	Upholstery Assembler/Fabricator	Vocational	2
HEV	0	432	Upholsterer	Vocational	2
HEV	0	441	Automobile Seat Cover Installer	Vocational	2.5
HEV	0	444	Automobile Headliner/Door Panel Installer (1 of 2)	Vocational	2
HEV	0	445	Automobile Headliner/Door Panel Installer (2 of 2)	Vocational	2
HEV	0	446	Automobile Carpet Installer	Vocational	0.5
HEV	0	447	Convertible and Vinyl Top Installer/Automotive Upholsterer	Vocational	2
HEV	0	450	Drapery Operator	Vocational	1
HEV	0	451	Drapery Supervisor	Practical Arts	3
HEV	0	452	Furniture Arranger/Space Planner	Vocational	2
HEV	0	453	Merchandise Stylist/Visual Displayer	Vocational	2
HEV	0	510	Janitors/Cleaners	Vocational	1
HEV	0	511	Supervisor, Janitor	Vocational	1
HEV	0	540	Laundry, Dry Cleaning Machine Operator	Vocational	3
HEV	0	610	Diet Clerk	Vocational	1
HEV	0	620	Food Preparation Worker	Vocational	1
HEV	0	621	Combined Food Preparation and Serving Worker 1	Vocational	1
HEV	0	622	Combined Food Preparation and Serving Worker 2	Vocational	1
HEV	0	623	Cook	Practical Arts	1
HEV	0	624	Cook, Restaurant	Practical Arts	1
HEV	0	625	Food Service and Restaurant Manager	Vocational	1
HEV	0	626	Food Service Manager	Vocational	2
HEV	0	870	Child Care Worker 1	Vocational	1
HEV	0	871	Child Care Worker 2	Vocational	1

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
HEV	0	872	Teacher Aide (Preschool)	Practical Arts	1
HEV	0	873	Teacher (Preschool)	Vocational	1
HIM	0	002	Medical Record Transcriber 1 ATD	Vocational	2
HIM	0	009	Introduction to Health Information Technology	Vocational	0.5
HIM	0	071	Medical Coder/Biller 1	Vocational	2
HIM	0	072	Medical Coder/Biller 2	Vocational	2
HIM	0	073	Medical Coder/Biller 3	Vocational	2
HIM	0	074	Medical Transcriber 1	Vocational	2
HIM	0	075	Medical Transcriber 2	Vocational	2
HIM	0	076	Health Unit Clerk	Vocational	2.5
HIM	0	081	Medical Transcriber 3	Vocational	2
HIM	0	083	Medical Record Transcriber 2 ATD	Vocational	2
HIM	0	084	Medical Record Transcriber 3 ATD	Vocational	2
HMV	0	035	Travel Agent	Vocational	3
HMV	0	038	Travel Consultant	Vocational	1
HMV	0	038	Travel Consultant	Vocational	1
HMV	0	051	Travel Agent/Consultant	Vocational	1.5
HMV	0	100	Food Preparation	Vocational	2
HMV	0	101	Line Cook	Practical Arts	3
HMV	0	107	Breakfast Cook	Practical Arts	2
HMV	0	108	Pastry Cook	Vocational	2
HMV	0	109	Salad Person	Practical Arts	1
HMV	0	111	Steward	Practical Arts	0.5
HMV	0	112	Utility Cook	Practical Arts	1
HMV	0	126	Food Service Manager	Vocational	2
HMV	0	141	Bus Person	Practical Arts	0.5
HMV	0	170	Cook, Restaurant	Vocational	2
HMV	0	171	Chef/Head Cook	Vocational	2
HMV	0	201	Front Desk Agent	Vocational	2
HMV	0	202	Lodging Managers	Vocational	1
HMV	0	740	Guest Services Agent	Vocational	1
HMV	0	741	Reservation and Transportation Agent	Vocational	2
HMV	0	743	Reservations Agent	Vocational	1.5
HSC	0	003	Basic Healthcare Worker	Vocational	0.5
HSC	0	016	Allied Health Assistant	Vocational	1
HSC	0	061	Introduction to Clinical Medical Education Simulator Technician	Vocational	0
HSC	0	062	Clinical Medical Education Simulator Technician 1	Vocational	1
HSC	0	063	Clinical Medical Education Simulator Technician 2	Vocational	1
HSC	0	064	Clinical Medical Education Simulator Technician 3	Vocational	1
HUS	0	090	Human Services Core	Vocational	0.5
MEA	0	500	Medical Office Receptionist	Vocational	0.5
MEA	0	520	Phlebotomist	Vocational	0.5
MEA	0	521	Phlebotomist, MA	Vocational	0.5
MEA	0	540	EKG Aide	Vocational	0.5
MEA	0	541	EKG Technician	Vocational	2
MEA	0	543	EKG Aide, MA	Vocational	0.5
MEA	0	550	Medical Assistant 1	Vocational	2
MEA	0	551	Medical Assistant 2	Vocational	2
MEA	0	552	Medical Assistant 3	Vocational	2
MEA	0	560	Medical Lab Assistant	Vocational	2
MEA	0	580	Advanced Allied Health Assistant	Vocational	0.5

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
MKA	0	010	Marketing Manager	Vocational	1
MKA	0	080	Entertainment, Sports and Related Workers	Vocational	2
MKA	0	081	Insurance Sales Agent	Vocational	0
MKA	0	090	Business Manager	Practical Arts	2
MKA	0	091	(Entrepreneur) General Manager	Vocational	1
MKA	0	092	(Business Owner) General Manager	Practical Arts	1
MKA	0	096	(Import/Export) Billing Clerk	Vocational	2
MKA	0	097	(Import/Export) Documentation Clerk	Vocational	1
MKA	0	098	(Import/Export) Sales Manager	Vocational	1
MKA	0	432	Salesperson, Retail	Practical Arts	2
MKA	0	433	Retail Manager	Practical Arts	1
MKA	0	455	(E-Commerce) Computer Specialist	Vocational	1
MKA	0	510	Public Relations Managers	Vocational	1
MKA	0	631	Billing Clerk	Vocational	1.5
MKA	0	632	Stock Clerk	Vocational	1
MKA	0	633	Sales Representative, Wholesale and Manufacturing	Vocational	2
MKA	0	640	Sales Representative	Vocational	1
MKA	0	641	Driver/Sales	Vocational	0.5
MKA	0	642	Warehouseman	Vocational	1
MKA	0	643	Billing, Cost and Rate Clerk	Vocational	0.5
MKA	0	644	Parts Accounting Clerk	Vocational	1
MKA	0	645	Order Clerk	Vocational	0.5
MKA	0	646	Parts Specialist	Vocational	2.5
MKA	0	647	Stockroom Clerk	Vocational	0.5
MKA	0	648	Purchasing Agent	Vocational	0.5
MKA	0	649	Distribution Manager	Vocational	1
MLT	0	009	Introduction to Medical Laboratory Technology	Vocational	0.5
MLT	0	220	Urinalysis and Body Fluids	Vocational	0.5
MLT	0	335	Hematology and Hemostasis	Vocational	1.5
MLT	0	368	Dialysis Technician 1	Vocational	1.5
MLT	0	369	Dialysis Technician 2	Vocational	1.5
MLT	0	450	Microbiology and Parasitology	Vocational	1.5
MLT	0	505	Immunology	Vocational	0
MLT	0	520	Immunohematology	Vocational	1.5
MLT	0	640	Clinical Chemistry	Vocational	1.5
MNA	0	000	Manager Trainee (1 of 2)	Vocational	2
MNA	0	001	Manager Trainee 2 of 2)	Vocational	2
MNA	0	080	Supervisor/Manager Trainee	Vocational	2
MNA	0	081	First Line Supervisor	Practical Arts	1
MNA	0	082	Supervisor	Vocational	3
MNA	0	083	Customer Care Representative	Vocational	1
MNA	0	084	Customer Service Representative (Customer Service Team Leader)	Vocational	1
MNA	0	085	Customer Service Manager	Vocational	1
MNA	0	086	Customer Care Specialist	Vocational	1
MNA	0	087	Telephone Service Representative	Vocational	2
MNA	0	088	Customer Service Specialist	Vocational	1.5
MNA	0	089	Customer Service Representative -ATD	Vocational	1
MNA	0	090	General Operations Manager/Owner	Vocational	1
MNA	0	135	Telecommunications Clerk (Customer Support)	Vocational	1
MNA	0	136	Telesales Representative (Customer Service Representative)	Vocational	1
MNA	0	830	E-Commerce Customer Service Representative	Practical Arts	1
MNA	0	831	E-Commerce Entrepreneur	Vocational	1
MNA	0	832	E-Commerce Web Assistant	Vocational	1

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
MOM	0	001	Assembler (Setup)	Vocational	1
MOM	0	002	Parts Clerk	Vocational	1
MOM	0	100	Helper, Mechanic	Vocational	3
MOM	0	400	Motorcycle Mechanic	Vocational	5
MSS	0	205	Massage Therapist 1	Vocational	2
MSS	0	206	Massage Therapist 2	Vocational	2
MTE	0	003	Marine Rigger	Vocational	2
MTE	0	050	Outboard Engine Technician 1	Vocational	2
MTE	0	054	Inboard Gas Technician	Vocational	1
MTE	0	056	Inboard Diesel Technician	Vocational	1
MTE	0	070	Outboard Engine Technician 2	Vocational	2
MTE	0	183	Stern Drive Technician	Vocational	1
MTE	0	304	Fiberglass Plug Specialist	Vocational	2
MTE	0	305	Fiberglass Technician	Vocational	2
MTE	0	306	Fiberglass Specialist	Vocational	1
MTE	0	320	Wooden Boat Technician	Vocational	1
MTE	0	321	Wooden Boat Specialist	Vocational	1
MTE	0	360	Boat Repairer/Refinisher Helper	Vocational	2
MTE	0	361	Boat Refinishing Technician	Vocational	2
MTE	0	376	Boat Repairer 1 (1 of 2)	Vocational	3
MTE	0	377	Boat Repairer 2 (2 of 2)	Vocational	2
MTE	0	410	Boat Systems Specialist	Vocational	2
MTE	0	880	Officer or Fishing Vessel Captain 1	Vocational	2.5
MTE	0	881	Officer or Fishing Vessel Captain 2	Vocational	2.5
OPT	0	005	Optometric Assistant 1	Vocational	2
OPT	0	006	Optometric Assistant 2	Vocational	2
OPT	0	007	Optometric Assistant 3	Vocational	2
ORH	0	042	Introduction to Floral Design	Practical Arts	1
ORH	0	042	Introduction to Floral Design	Practical Arts	1
ORH	0	043	Floral Design	Practical Arts	1
ORH	0	043	Floral Design	Practical Arts	1
ORH	0	044	Advanced Floral Design	Vocational	2
ORH	0	060	Delivery Person , Floral	Practical Arts	1
ORH	0	061	Retail Sales (Floral)	Practical Arts	1
ORH	0	062	Weighers, Measurers, Checkers, Suppliers, Samplers and	Practical Arts	1
ORH	0	063	Floral Design (Assistant)	Practical Arts	1
ORH	0	064	Floral Designer	Practical Arts	1
ORH	0	065	Retail Manager (Floral)	Practical Arts	1
ORH	0	612	Floral Retail Sales and Services	Practical Arts	1
ORH	0	612	Floral Retail Sales and Services	Practical Arts	1
ORH	0	614	Advanced Floral Sales	Vocational	1
ORH	0	622	Floral Design and Management	Practical Arts	1
ORH	0	622	Floral Design and Management	Practical Arts	1
ORH	0	624	Advanced Floral Shop Manager	Vocational	1
ORH	0	862	Nursery Workers	Vocational	2
ORH	0	863	Nursery and Greenhouse Managers 1	Vocational	3
ORH	0	864	Nursery and Greenhouse Managers 2	Vocational	1
ORH	0	867	Pesticide Handlers, Sprayers and Applicators, Vegetation 1	Vocational	2
ORH	0	868	Pesticide Handlers, Sprayers and Applicators, Vegetation 2	Vocational	2
ORH	0	885	Landscape Specialist	Vocational	2
ORH	0	886	First Line Supervisors/Managers of Landscaping, Lawn Service and	Vocational	3
ORH	0	887	Landscape Contractor	Vocational	1

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
ORH	0	897	First Line Supervisors/Managers of Landscaping, Lawn Service and Groundskeeping 2	Vocational	1
OTA	0	030	Assistant Digital Production Designer	Vocational	1
OTA	0	039	Court Reporting Fundamentals	Vocational	1
OTA	0	040	Information Technology Assistant	Practical Arts	1
OTA	0	041	Front Desk Specialist	Vocational	2
OTA	0	042	Administrative Support	Vocational	1
OTA	0	043	Administrative Assistant	Vocational	3
OTA	0	044	Court Reporting Transcriptionist 1 (1 of 3)	Vocational	2
OTA	0	045	Court Reporting Transcriptionist 2 (2 of 3)	Vocational	2
OTA	0	046	Court Reporting Transcriptionist 3 (3 of 3)	Vocational	1
OTA	0	047	Court Reporting Scopist	Vocational	4
OTA	0	048	Court Reporter (1 of 4)	Vocational	2.5
OTA	0	049	Court Reporter (2 of 4)	Vocational	2.5
OTA	0	050	Legal Administrative Specialist	Vocational	3
OTA	0	051	Court Reporter (3 of 4)	Vocational	2.5
OTA	0	052	Court Reporter (4 of 4)	Vocational	2.5
OTA	0	631	Medical Office Technologist	Vocational	2
OTA	0	651	Medical Administrative Specialist	Vocational	2
PAD	0	875	Human Resources Manager 1	Vocational	2.5
PAD	0	876	Human Resources Manager 2	Vocational	2.5
PAD	0	877	Human Resources Manager 3	Vocational	2.5
PGY	0	180	Photographic Imaging Specialist 1	Practical Arts	2
PGY	0	181	Photographic Imaging Specialist 2	Practical Arts	2
PGY	0	182	Photography Specialist/Lab Technician	Practical Arts	1
PGY	0	183	Portrait Photographer 1	Practical Arts	1.5
PGY	0	184	Portrait Photographer 2	Practical Arts	1.5
PGY	0	185	Commercial Photographer	Practical Arts	3
PGY	0	190	Photographic Specialist	Vocational	1
PGY	0	191	Photography Technician	Vocational	2
PGY	0	192	Studio Photographer	Vocational	2
PGY	0	193	Digital Photographer	Vocational	2
PGY	0	800C	Photo with Digital Camera	Practical Arts	0.5
PHT	0	090	Orthopedic Technologist 1	Vocational	2
PHT	0	091	Orthopedic Technologist 2	Vocational	2
PMT	0	011	Welder Helper	Vocational	1.5
PMT	0	012	Welder, Shielded Metal Arc	Vocational	2
PMT	0	013	Welder, Gas-Metal Arc	Vocational	1
PMT	0	014	Welder, Flux Cored Arc	Vocational	0.5
PMT	0	015	Welder, Gas-Tungsten Arc	Vocational	1
PMT	0	016	Welder, Pipe	Vocational	2
PMT	0	020	Machinist Helper	Vocational	2
PMT	0	021	Machine Operator	Vocational	3
PMT	0	023	Machine Setup Operator	Vocational	3
PMT	0	025	Machinist	Vocational	2
PMT	0	030	Sheet Metal Helper	Vocational	3
PMT	0	032	Sheet Metal Fabricator	Vocational	1.5
PMT	0	033	Architectural Fabricator	Vocational	1.5
PMT	0	034	Commercial Kitchen Fabricator	Vocational	1.5
PMT	0	035	Sheet Metal Welder	Vocational	1.5
PMT	0	050	Metal Fabricator Helper	Vocational	3
PMT	0	052	Metal Fabricator	Vocational	1

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
PMT	0	053	Metal Fabricator Assembler 1 (1 of 2)	Practical Arts	2
PMT	0	054	Metal Fabricator Assembler 2 (2 of 2)	Vocational	3
PMT	0	055	Structural Metal Fabricator	Vocational	2
PMT	0	630	Jewelry Designer	Practical Arts	3
PMT	0	632	Stone Setter	Practical Arts	1
PMT	0	640	Wax Modeler/Casting	Practical Arts	1
PMT	0	641	Jewelry Repairer	Practical Arts	2
PMT	0	645	Certified Jeweler	Practical Arts	1
PMT	0	650	Clock, Watch and Jewelry Technician	Practical Arts	3
PRN	0	090	Nurse Aide and Orderly	Vocational	0.5
PRN	0	091	Practical Nurse 1	Vocational	1.5
PRN	0	092	Practical Nurse 2	Vocational	3
PRN	0	094	Patient Care Technician	Vocational	0
PRN	0	096	Practical Nurse 3	Vocational	3
PRN	0	122	Family Health Support Worker 1	Vocational	1.5
PRN	0	123	Family Health Support Worker 2	Vocational	1.5
PTN	0	084	Pharmacy Technician 1	Vocational	2
PTN	0	085	Pharmacy Technician 2	Vocational	2
PTN	0	086	Pharmacy Technician 3	Vocational	2
REE	0	015	Principles of Home Inspection	Vocational	0.5
REE	0	047	Real Estate Sales Agent	Vocational	0
REE	0	048	Real Estate Broker	Vocational	0
REE	0	049	Real Estate Appraiser Trainee	Vocational	0.5
REE	0	089	Real Estate Sales Associate Post Licensing	Vocational	0
REE	0	092	Loan Officers	Vocational	0
REE	0	185	Real Estate Certified Residential Appraiser	Vocational	0.5
RMI	0	070	Life and Variable Annuity Pre-licensing	Vocational	0
RMI	0	093	(Insurance) Customer Service Representative	Vocational	0
RMI	0	094	Insurance Claims Adjuster	Vocational	0
RMI	0	095	Insurance Customer Representative	Vocational	0.5
RMI	0	096	Insurance General Lines Agent	Vocational	1
RMI	0	097	Insurance Sales Agent (Health only)	Vocational	0
RMI	0	098	Personal Lines Insurance Agent (20-44)	Vocational	0
RMI	0	099	Insurance Sales Agent - Life, Health and Annuities	Vocational	0
RTE	0	070	X-Ray Technician 1	Vocational	2
RTE	0	071	X-Ray Technician 2	Vocational	2
RTE	0	072	X-Ray Technician 3	Vocational	2
RTE	0	073	Radiology Technician 1	Vocational	2.5
RTE	0	074	Radiology Technician 2	Vocational	2.5
RTE	0	075	Radiology Technician 3	Vocational	2.5
RTE	0	076	Radiology Technician 4	Vocational	2.5
RTT	0	514	Studio Assistant	Practical Arts	3
RTT	0	516	Studio Technician	Vocational	3
RTT	0	518	Studio Technician/Edit Assistant	Practical Arts	3
RTT	0	520	Television Production/Edit Technician	Vocational	2
RTT	0	522	Broadcast Announcer	Practical Arts	1
RTT	0	523	Audio Equipment Technician	Practical Arts	2
RTT	0	524	Sound Engineering Technician	Practical Arts	2
RTT	0	525	Broadcast Technician	Practical Arts	2
RTT	0	530	Digital Video Fundamentals	Practical Arts	1
RTT	0	531	Audio and Video Equipment Technician	Practical Arts	1

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
RTT	0	532	Camera Operator	Practical Arts	2
RTT	0	533	Video Editor	Practical Arts	2
RTT	0	534	Multi-media Artist and Animator	Practical Arts	2
SBM	0	200	Small Business Manager	Vocational	2
SCY	0	050	Bail Bond Agent	Vocational	0.5
SCY	0	051	Private Investigator Intern 1	Vocational	0
SCY	0	052	Private Investigator Intern 2	Vocational	0
SER	0	001	Service Technician	Vocational	0.5
SER	0	004	Outdoor Power Equipment and Other Small Engine Mechanics 1	Vocational	2.5
SER	0	005	Outdoor Power Equipment and Other Small Engine Mechanics 2	Vocational	2.5
SER	0	006	Outdoor Power Equipment and Other Small Engine Mechanics 3	Vocational	1.5
SER	0	161	Small Engine Mechanic 1 (1 of 2)	Vocational	0.5
SER	0	162	Small Engine Mechanic 2 (2 of 2)	Vocational	2
SER	0	171	Installer Repairer	Vocational	1
SER	0	341	Helper, Mechanic and Repairer	Vocational	1
SER	0	700	Clerk Parts	Vocational	1
STS	0	010	Surgical Technologist 1	Vocational	2
STS	0	011	Surgical Technologist 2	Vocational	2
STS	0	012	Surgical Technologist 3	Vocational	2
STS	0	013	Central Sterile Processing Technician	Vocational	2.5
STS	0	014	Central Service Materials Management	Vocational	2.5
STS	0	015	Central Supply Technician	Vocational	1
SUR	0	130	Surveying Rodman	Vocational	3
SUR	0	132	Survey Assistant, Instrument	Vocational	3
SUR	0	134	Survey Party Chief	Vocational	3
TAX	0	090	Basic Individual Tax Preparation	Vocational	0
TAX	0	091	Intermediate Tax Preparation	Vocational	0
TAX	0	092	Advanced Tax Preparation	Vocational	0
TDR	0	070	Blueprint Reader	Practical Arts	1
TDR	0	370	Drafting Assistant	Vocational	3
TDR	0	371	Architectural Detailer	Practical Arts	1
TDR	0	570	Architectural Drafter	Vocational	1
TDR	0	571	Architectural CAD Drafter 1	Practical Arts	1.5
TDR	0	572	Architectural CAD Drafter 2	Practical Arts	1.5
TDR	0	573	Drafter Architectural 1	Practical Arts	2
TDR	0	574	Drafter Architectural 2	Practical Arts	2
TDR	0	661	Drafter, Electrical 1	Practical Arts	2
TDR	0	662	Drafter, Electrical 2	Practical Arts	2
TDR	0	671	Drafter, Electronics 1	Practical Arts	2
TDR	0	672	Drafter, Electronics 2	Practical Arts	2
TDR	0	770	Drafting Detailer	Practical Arts	1
TDR	0	771	Mechanical CAD Drafter 1	Practical Arts	1.5
TDR	0	772	Mechanical CAD Drafter 2	Practical Arts	1.5
TDR	0	773	Drafter, Mechanical 1	Practical Arts	2
TDR	0	774	Drafter, Mechanical 2	Practical Arts	2
TDR	0	775	Drafting Detailer 1	Vocational	1
TDR	0	776	Drafting Detailer 2	Vocational	1
TDR	0	777	Mechanical Drafter	Vocational	1
TDR	0	870	Drafter, Cartographic	Practical Arts	2
TDR	0	871	Drafter, Civil 1	Practical Arts	2
TDR	0	872	Drafter, Civil 2	Practical Arts	2
TDR	0	873	Drafter, Structural	Practical Arts	2

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
TDR	0	874	Civil Drafter	Vocational	1
TDR	0	875	Structural Drafter	Vocational	1
TPA	0	390	Stage Production Assistant	Vocational	1
TPA	0	391	Stage Production Technician	Vocational	1
TRA	0	049	Crane Operator	Vocational	2
TRA	0	070	Heavy Equipment Maintenance Technician	Vocational	1
TRA	0	071	Solid Waste Collection Equipment Operator	Vocational	1
TRA	0	080	Tractor Trailer Truck Driver	Vocational	2
TRA	0	084	Truck Driver Heavy Florida Class "B"	Vocational	1
TRA	0	086	Tractor Operator	Vocational	1
TRA	0	087	Offroad Equipment Operator 1	Vocational	2
TRA	0	088	Offroad Equipment Operator 2	Vocational	2
TRA	0	180	Packer	Vocational	1
TRA	0	181	Material Handler	Vocational	1
TRA	0	182	Shipping, Receiving and Traffic Clerk	Vocational	1
TRA	0	183	Logistics Technician	Vocational	1
VIC	0	301	Advanced Multimedia Computer Presentations	Practical Arts	0.5

SCIENCE

Criteria for Awarding High School Subject Area Credit in Science:

- Since all high school science courses (with lab) are awarded 1.0 high school science credits, then all college-level dual enrollment science courses (with lab) will be awarded 1.0 high school science credits.
- College-level dual enrollment science courses **taken without a lab component** will be awarded 0.5 high school science credits.
- Note: Section 1003.428(2)(a)3, Florida Statutes, states that high school graduation requirements include successful completion of "Three credits in science, two of which must have a laboratory component." Regardless of the number of science credits earned through dual enrollment, the requirement of two sciences **with a lab component** must be met to graduate.

Section 1003.428, Florida Statutes, requires three credits in science. One of the three credits must be Biology I or a series of courses equivalent to Biology I, one credit must be chemistry or physics or a series of courses equivalent to chemistry or physics, and one credit must be an equally rigorous course.

Biology I. Faculty reviewers have determined that the content in the sequence of BSC x010 and BSC x011 is comparable to the standards for Biology I and therefore may be used as preparation for the associated End-of-Course (EOC) assessment. BSC x010 and BSC x011 each may be assigned as an "equally rigorous" science course, but both must be completed for equivalency to Biology I and as preparation for the Biology I EOC.

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
AST	X	002	Introduction To Astronomy (Lecture Only)	Equally Rigorous	0.5
AST	X	002/002L	Introduction To Astronomy (Lecture and Lab Course)	Equally Rigorous	1.0
AST	X	002C	Introduction To Astronomy (Combined Lecture and Lab)	Equally Rigorous	1.0

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
AST	X	003	Descriptive Astronomy of Solar System (Lecture Only)	Equally Rigorous	0.5
AST	X	003/003L	Descriptive Astronomy of Solar System (Lecture and Lab Course)	Equally Rigorous	1.0
AST	X	003C	Descriptive Astronomy of Solar System (Combined Lecture and Lab)	Equally Rigorous	1.0
AST	X	004	Descriptive Stellar Astronomy (Lecture Only)	Equally Rigorous	0.5
AST	X	004/004L	Descriptive Stellar Astronomy (Lecture and Lab Course)	Equally Rigorous	1.0
AST	X	004C	Descriptive Stellar Astronomy (Combined Lecture and Lab)	Equally Rigorous	1.0
AST	X	005	Astronomy I (Lecture Only)	Equally Rigorous	0.5
AST	X	005/005L	Astronomy I (Lecture and Lab Course)	Equally Rigorous	1.0
AST	X	005C	Astronomy I (Combined Lecture and Lab)	Equally Rigorous	1.0
AST	X	006	Astronomy II (Lecture Only)	Equally Rigorous	0.5
AST	X	006/006L	Astronomy II (Lecture and Lab Course)	Equally Rigorous	1.0
AST	X	006C	Astronomy II (Combined Lecture and Lab)	Equally Rigorous	1.0
AST	X	100	Solar System Astronomy (Lecture Only)	Equally Rigorous	0.5
AST	X	100/100L	Solar System Astronomy (Lecture and Lab Course)	Equally Rigorous	1.0
AST	X	100C	Solar System Astronomy (Combined Lecture and Lab)	Equally Rigorous	1.0
BOT	X	000	Plant Science (Lecture Only)	Equally Rigorous	0.5
BOT	X	000/000L	Plant Science (Lecture and Lab Course)	Equally Rigorous	1.0
BOT	X	000C	Plant Science (Combined Lecture and Lab)	Equally Rigorous	1.0
BOT	X	010	Introductory Botany (Lecture Only)	Equally Rigorous	0.5
BOT	X	010/010L	Introductory Botany (Lecture and Lab Course)	Equally Rigorous	1.0
BOT	X	010C	Introductory Botany (Combined Lecture and Lab)	Equally Rigorous	1.0
BOT	X	011	Botany (Lecture Only)	Equally Rigorous	0.5
BOT	X	011/011L	Botany (Lecture and Lab Course)	Equally Rigorous	1.0
BOT	X	011C	Botany (Combined Lecture and Lab)	Equally Rigorous	1.0
BOT	X	015	Honors Introduction to Plant Biology (Lecture Only)	Equally Rigorous	0.5
BOT	X	015/015L	Honors Introduction to Plant Biology (Lecture and Lab Course)	Equally Rigorous	1.0
BOT	X	015C	Honors Introduction to Plant Biology (Combined Lecture and Lab)	Equally Rigorous	1.0
BOT	X	153	Local Flora (Lecture Only)	Equally Rigorous	0.5
BOT	X	153/153L	Local Flora (Lecture and Lab Course)	Equally Rigorous	1.0
BOT	X	153C	Local Flora (Combined Lecture and Lab)	Equally Rigorous	1.0
BOT	X	501	Introductory Plant Physiology (Lecture Only)	Equally Rigorous	0.5
BOT	X	501/501L	Introductory Plant Physiology (Lecture and Lab Course)	Equally Rigorous	1.0
BOT	X	501C	Introductory Plant Physiology (Combined Lecture and Lab)	Equally Rigorous	1.0
BOT	X	710	Basic Plant Taxonomy (Lecture Only)	Equally Rigorous	0.5
BOT	X	710/710L	Basic Plant Taxonomy (Lecture and Lab Course)	Equally Rigorous	1.0
BOT	X	710C	Basic Plant Taxonomy (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	001	Introduction to Biology (Lecture Only)	Equally Rigorous	0.5
BSC	X	001/001L	Introduction to Biology (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	001C	Introduction to Biology (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	005	General Biology (Non-Majors) (Lecture Only)	Equally Rigorous	0.5
BSC	X	005/005L	General Biology (Non-Majors) (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	005C	General Biology (Non-Majors) (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	006	General Biology (Lecture Only)	Equally Rigorous	0.5
BSC	X	006/006L	General Biology (Lecture And Lab Course)	Equally Rigorous	1.0
BSC	X	006C	General Biology (Combined Lecture And Lab)	Equally Rigorous	1.0
BSC	X	007	Life Sciences (Lecture Only)	Equally Rigorous	0.5
BSC	X	007/007L	Life Sciences (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	007C	Life Sciences (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	008	Bio Sci II: Evolution, Ecology & Behavior (Lecture Only)	Equally Rigorous	0.5
BSC	X	008/008L	Bio Sci II: Evolution, Ecology & Behavior (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	008C	Bio Sci II: Evolution, Ecology & Behavior (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	009	Introduction To Biology (Lecture Only)	Equally Rigorous	0.5
BSC	X	009/009L	Introduction To Biology (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	009C	Introduction To Biology (Combined Lecture and Lab)	Equally Rigorous	1.0

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
BSC	X	010	General Biology (Lecture Only)	Biology I (with BSCX011) or Equally Rigorous	0.5
BSC	X	010/010L	General Biology (Lecture and Lab Course)	Biology I (with BSCX011) or Equally Rigorous	1.0
BSC	X	010C	General Biology (Combined Lecture and Lab)	Biology I (with BSCX011) or Equally Rigorous	1.0
BSC	X	011	General Biology (Lecture Only)	Biology I (with BSCX010) or Equally Rigorous	0.5
BSC	X	011/011L	General Biology (Lecture and Lab Course)	Biology I (with BSCX010) or Equally Rigorous	1.0
BSC	X	011C	General Biology (Combined Lecture and Lab)	Biology I (with BSCX010) or Equally Rigorous	1.0
BSC	X	012	General Biology: Habitats & Organisms (Lecture Only)	Equally Rigorous	0.5
BSC	X	012/012L	General Biology: Habitats & Organisms (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	012C	General Biology: Habitats & Organisms (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	020	Human Biology (Lecture Only)	Equally Rigorous	0.5
BSC	X	020/020L	Human Biology (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	020C	Human Biology (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	022	Biology of Aging (Lecture Only)	Equally Rigorous	0.5
BSC	X	022/002L	Biology of Aging (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	022C	Biology of Aging (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	023	Human Biology (Lecture Only)	Equally Rigorous	0.5
BSC	X	023/023L	Human Biology (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	023C	Human Biology (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	024	Human Species (Lecture Only)	Equally Rigorous	0.5
BSC	X	024/024L	Human Species (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	024C	Human Species (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	025	Nutrition and Drugs (Lecture Only)	Equally Rigorous	0.5
BSC	X	025/025L	Nutrition and Drugs (Lecture and Lab Only)	Equally Rigorous	1.0
BSC	X	025C	Nutrition and Drugs (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	040	Honors Biology I (Lecture Only)	Equally Rigorous	0.5
BSC	X	040/040L	Honors Biology I (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	040C	Honors Biology I (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	041	Honors Biology II (Lecture Only)	Equally Rigorous	0.5
BSC	X	041/041L	Honors Biology II (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	041C	Honors Biology II (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	050	Man & Environment (Lecture Only)	Equally Rigorous	0.5
BSC	X	050/050L	Man & Environment (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	050C	Man & Environment (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	051	Specialized Environmental Biology (Lecture Only)	Equally Rigorous	0.5
BSC	X	051/051L	Specialized Environmental Biology (Lecture And Lab Course)	Equally Rigorous	1.0
BSC	X	051C	Specialized Environmental Biology (Combined Lecture And Lab)	Equally Rigorous	1.0
BSC	X	080	Anatomy & Physiology (1 Sem.) (Non-Hs Maj.) No Prereq (Lecture Only)	Equally Rigorous	0.5
BSC	X	080/080L	Anatomy & Physiology (1 Sem.) (Non-Hs Maj.) No Prereq (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	080C	Anatomy & Physiology (1 Sem.) (Non-Hs Maj.) No Prereq (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	083	Human Anatomy (Lecture Only)	Equally Rigorous	0.5
BSC	X	083/083L	Human Anatomy (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	083C	Human Anatomy (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	084	Anatomy & Physiology I (Lecture Only)	Equally Rigorous	0.5
BSC	X	084/084L	Anatomy & Physiology I (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	084C	Anatomy & Physiology I (Combined Lecture and Lab)	Equally Rigorous	1.0

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
BSC	X	085	Anatomy & Physiology I (Lecture Only)	Equally Rigorous	0.5
BSC	X	085/085L	Anatomy & Physiology I (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	085C	Anatomy & Physiology I (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	086	Anatomy & Physiology II (Lecture Only)	Equally Rigorous	0.5
BSC	X	086/086L	Anatomy & Physiology II (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	086C	Anatomy & Physiology II (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	088	Human Physiology (Physiology Only) (Hs Maj.) No Prereq (Lecture Only)	Equally Rigorous	0.5
BSC	X	088/088L	Human Physiology (Physiology Only) (Hs Maj.) No Prereq (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	088C	Human Physiology (Physiology Only) (Hs Maj.) No Prereq (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	092	Anatomy & Physiology (1 Sem) (Hs Maj.) With Prereq (Lecture Only)	Equally Rigorous	0.5
BSC	X	092/092L	Anatomy & Physiology (1 Sem) (Hs Maj.) With Prereq (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	092C	Anatomy & Physiology (1 Sem) (Hs Maj.) With Prereq (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	093	Anatomy & Physiology I (Lecture Only)	Equally Rigorous	0.5
BSC	X	093/093L	Anatomy & Physiology I (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	093C	Anatomy & Physiology I (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	094	Anatomy & Physiology II (Lecture Only)	Equally Rigorous	0.5
BSC	X	094/094L	Anatomy & Physiology II (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	094C	Anatomy & Physiology II (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	250	Flora & Fauna of Florida (Lecture Only)	Equally Rigorous	0.5
BSC	X	250/250L	Flora & Fauna of Florida (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	250C	Flora & Fauna of Florida (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	254	Introductory Tropical Biology (Lecture Only)	Equally Rigorous	0.5
BSC	X	254/254L	Introductory Tropical Biology (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	254C	Introductory Tropical Biology (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	300	Biology Systems I (Lecture Only)	Equally Rigorous	0.5
BSC	X	300/300L	Biology Systems I (Lecture And Lab Course)	Equally Rigorous	1.0
BSC	X	300C	Biology Systems I (Combined Lecture And Lab)	Equally Rigorous	1.0
BSC	X	301	Biological Systems II (Lecture Only)	Equally Rigorous	0.5
BSC	X	301/301L	Biological Systems II (Lecture And Lab)	Equally Rigorous	1.0
BSC	X	301C	Biological Systems II (Combined Lecture And Lab)	Equally Rigorous	1.0
BSC	X	311	Introduction To Marine Biology (Lecture Only)	Equally Rigorous	0.5
BSC	X	311/311L	Introduction To Marine Biology (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	311C	Introduction To Marine Biology (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	312	Marine Biology (Broad Concepts) (Lecture Only)	Equally Rigorous	0.5
BSC	X	312/312L	Marine Biology (Broad Concepts) (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	312C	Marine Biology (Broad Concepts) (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	420	Biotechnology (Lecture Only)	Equally Rigorous	0.5
BSC	X	420/420L	Biotechnology (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	420C	Biotechnology (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	421	Biotechnology In Industry (Lecture Only)	Equally Rigorous	0.5
BSC	X	421/421L	Biotechnology In Industry (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	421C	Biotechnology In Industry (Combined Lecture and Lab)	Equally Rigorous	1.0
BSC	X	427	Biotechnology Methods II (Lecture Only)	Equally Rigorous	0.5
BSC	X	427/427L	Biotechnology Methods II (Lecture and Lab Course)	Equally Rigorous	1.0
BSC	X	427C	Biotechnology Methods II (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	020	Chemical Science (Lecture Only)	Equally Rigorous	0.5
CHM	X	020/020L	Chemical Science (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	020C	Chemical Science (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	021	Chemistry for Liberal Studies II (Lecture Only)	Equally Rigorous	0.5
CHM	X	021/021L	Chemistry for Liberal Studies II (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	021C	Chemistry for Liberal Studies II (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	022	General Chemistry (Lecture Only)	Equally Rigorous	0.5
CHM	X	022/022L	General Chemistry (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	022C	General Chemistry (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	023	General Chemistry II (Lecture Only)	Equally Rigorous	0.5
CHM	X	023/023L	General Chemistry II (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	023C	General Chemistry II (Combined Lecture and Lab)	Equally Rigorous	1.0

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
CHM	X	025	Introduction to Chemistry (Lecture Only)	Equally Rigorous	0.5
CHM	X	025/025L	Introduction to Chemistry (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	025C	Introduction to Chemistry (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	026	Advanced Chemical Calculations (Lecture Only)	Equally Rigorous	0.5
CHM	X	026/026L	Advanced Chemical Calculations (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	026C	Advanced Chemical Calculations (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	030	Elementary Chemistry (Lecture Only)	Equally Rigorous	0.5
CHM	X	030/030L	Elementary Chemistry (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	030C	Elementary Chemistry (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	031	Sci Allied Fields-Gen/Org/Biochem(2 of 2) (Lecture Only)	Equally Rigorous	0.5
CHM	X	031/031L	Sci Allied Fields-Gen/Org/Biochem(2 of 2) (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	031C	Sci Allied Fields-Gen/Org/Biochem(2 of 2) (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	032	Gen Chem Sci Allied Fields(One Semester) (Lecture Only)	Equally Rigorous	0.5
CHM	X	032/032L	Gen Chem Sci Allied Fields(One Semester) (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	032C	Gen Chem Sci Allied Fields(One Semester) (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	033	Sci Allied Fields-Gen/Org/Biochem(1 Sem) (Lecture Only)	Equally Rigorous	0.5
CHM	X	033/033L	Sci Allied Fields-Gen/Org/Biochem(1 Sem) (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	033C	Sci Allied Fields-Gen/Org/Biochem(1 Sem) (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	035	Expanded General Chemistry (1 of 2) (Lecture Only)	Equally Rigorous	0.5
CHM	X	035/035L	Expanded General Chemistry (1 of 2) (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	035C	Expanded General Chemistry (1 of 2) (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	040	General Chem (Expanded Sequence:1 of 3) (Lecture Only)	Equally Rigorous	0.5
CHM	X	040/040L	General Chem (Expanded Sequence:1 of 3) (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	040C	General Chem (Expanded Sequence:1 of 3) (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	041	General Chem (Expanded Sequence:2 of 3) (Lecture Only)	Equally Rigorous	0.5
CHM	X	041/041L	General Chem (Expanded Sequence:2 of 3) (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	041C	General Chem (Expanded Sequence:2 of 3) (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	045	General Chemistry (Lecture Only)	Equally Rigorous	0.5
CHM	X	045/045L	General Chemistry I (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	045C	General Chemistry I (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	046	General Chemistry (Lecture Only)	Equally Rigorous	0.5
CHM	X	046/046L	General Chemistry (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	046C	General Chemistry (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	047	General Chemistry (Lecture Only)	Equally Rigorous	0.5
CHM	X	047/047L	General Chemistry (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	047C	General Chemistry (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	050	General Chemistry and Qualitative Analysis (Lecture Only)	Equally Rigorous	0.5
CHM	X	050/050L	General Chemistry and Qualitative Analysis (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	050C	General Chemistry and Qualitative Analysis (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	051	Honors: General Chemistry (2 of 2) (Lecture Only)	Equally Rigorous	0.5
CHM	X	051/051L	Honors: General Chemistry (2 of 2) (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	051C	Honors: General Chemistry (2 of 2) (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	083	Chemistry In Modern Life (Lecture Only)	Equally Rigorous	0.5
CHM	X	083/083L	Chemistry In Modern Life (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	083C	Chemistry In Modern Life (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	084	Environmental Chemistry (Lecture Only)	Equally Rigorous	0.5
CHM	X	084/084L	Environmental Chemistry (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	084C	Environmental Chemistry (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	085	Honors Environmental Chemistry (Lecture Only)	Equally Rigorous	0.5
CHM	X	085/085L	Honors Environmental Chemistry (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	085C	Honors Environmental Chemistry (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	120	Quantitative Analysis (Lecture Only)	Equally Rigorous	0.5
CHM	X	120/120L	Quantitative Analysis (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	120C	Quantitative Analysis (Combined Lecture and Lab)	Equally Rigorous	1.0

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
CHM	X	121	Honors Quantitative Analysis (Lecture Only)	Equally Rigorous	0.5
CHM	X	121/121L	Honors Quantitative Analysis (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	121C	Honors Quantitative Analysis (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	122	Introduction To Analytical Chemistry (Lecture Only)	Equally Rigorous	0.5
CHM	X	122/122L	Introduction To Analytical Chemistry (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	122C	Introduction To Analytical Chemistry (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	124	Quantitative Analysis (Lecture Only)	Equally Rigorous	0.5
CHM	X	124/124L	Quantitative Analysis (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	124C	Quantitative Analysis (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	132	Chemical Instrumentation Survey (Lecture Only)	Equally Rigorous	0.5
CHM	X	132/132L	Chemical Instrumentation Survey (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	132C	Chemical Instrumentation Survey W/Lab (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	200	Brief Organic Chemistry (Lecture Only)	Equally Rigorous	0.5
CHM	X	200/200L	Brief Organic Chemistry (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	200C	Brief Organic Chemistry (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	205	Survey of Organic/Bio Chemistry (Lecture Only)	Equally Rigorous	0.5
CHM	X	205/205L	Survey of Organic/Bio Chemistry (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	205C	Survey of Organic/Bio Chemistry (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	210	Organic Chemistry (Lecture Only)	Equally Rigorous	0.5
CHM	X	210/210L	Organic Chemistry (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	210C	Organic Chemistry (Combined Lecture and Lab)	Equally Rigorous	1.0
CHM	X	211	Organic Chemistry II (Lecture Only)	Equally Rigorous	0.5
CHM	X	211/211L	Organic Chemistry II (Lecture and Lab Course)	Equally Rigorous	1.0
CHM	X	211C	Organic Chemistry II (Combined Lecture and Lab)	Equally Rigorous	1.0
ENY	X	040	The Insects (Lecture Only)	Equally Rigorous	0.5
ENY	X	040/040L	The Insects (Lecture and Lab Course)	Equally Rigorous	1.0
ENY	X	040C	The Insects (Combined Lecture and Lab)	Equally Rigorous	1.0
ESC	X	000	Earth Science (Lecture Only)	Equally Rigorous	0.5
ESC	X	000/000L	Earth Science (Lecture and Lab Course)	Equally Rigorous	1.0
ESC	X	000C	Earth Science (Combined Lecture and Lab)	Equally Rigorous	1.0
ESC	X	070	Global Change (Lecture Only)	Equally Rigorous	0.5
ESC	X	070/070L	Global Change (Lecture and Lab Course)	Equally Rigorous	1.0
ESC	X	070C	Global Change (Combined Lecture and Lab)	Equally Rigorous	1.0
EVR	X	001	Introduction to Environmental Science (Lecture Only)	Equally Rigorous	0.5
EVR	X	001/001L	Introduction to Environmental Science (Lecture and Lab Course)	Equally Rigorous	1.0
EVR	X	001C	Introduction to Environmental Science (Combined Lecture and Lab)	Equally Rigorous	1.0
EVS	X	001	Introduction to Environmental Sciences (Lecture Only)	Equally Rigorous	0.5
EVS	X	001/001L	Introduction to Environmental Sciences (Lecture and Lab Course)	Equally Rigorous	1.0
EVS	X	001C	Introduction to Environmental Sciences (Combined Lecture and Lab)	Equally Rigorous	1.0
GLY	X	000	Introduction to Geology (Lecture Only)	Equally Rigorous	0.5
GLY	X	000/000L	Introduction to Geology (Lecture and Lab Course)	Equally Rigorous	1.0
GLY	X	000C	Introduction to Geology (Combined Lecture and Lab)	Equally Rigorous	1.0
GLY	X	001	Elements of Earth Science (Lecture Only)	Equally Rigorous	0.5
GLY	X	001/001L	Elements of Earth Science (Lecture and Lab Course)	Equally Rigorous	1.0
GLY	X	001C	Elements of Earth Science (Combined Lecture and Lab)	Equally Rigorous	1.0
GLY	X	010	Physical Geology (Lecture Only)	Equally Rigorous	0.5
GLY	X	010/010L	Physical Geology (Lecture and Lab Course)	Equally Rigorous	1.0
GLY	X	010C	Physical Geology (Combined Lecture and Lab)	Equally Rigorous	1.0
GLY	X	030	Environmental Geology (Lecture Only)	Equally Rigorous	0.5
GLY	X	030/030L	Environmental Geology (Lecture and Lab Course)	Equally Rigorous	1.0
GLY	X	030C	Environmental Geology (Combined Lecture and Lab)	Equally Rigorous	1.0
GLY	X	050	Science, Earth and Life (Lecture Only)	Equally Rigorous	0.5
GLY	X	050/050L	Science, Earth and Life (Lecture and Lab Course)	Equally Rigorous	1.0
GLY	X	050C	Science, Earth and Life (Combined Lecture and Lab)	Equally Rigorous	1.0
GLY	X	080	Introduction to Marine Sciences (Lecture Only)	Equally Rigorous	0.5
GLY	X	080/080L	Introduction to Marine Sciences (Lecture and Lab Course)	Equally Rigorous	1.0
GLY	X	080C	Introduction to Marine Sciences (Combined Lecture and Lab)	Equally Rigorous	1.0

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GLY	X	100	Historical Geology(Lecture Only)	Equally Rigorous	0.5
GLY	X	100/100L	Historical Geology (Lecture and Lab Course)	Equally Rigorous	1.0
GLY	X	100C	Historical Geology (Combined Lecture and Lab)	Equally Rigorous	1.0
GLY	X	103	History of Earth and Organisms (Lecture Only)	Equally Rigorous	0.5
GLY	X	103/103L	History of Earth and Organisms (Lecture and Lab Course)	Equally Rigorous	1.0
GLY	X	103C	History of Earth and Organisms (Combined Lecture and Lab)	Equally Rigorous	1.0
GLY	X	112	Earth Through Time (Lecture Only)	Equally Rigorous	0.5
GLY	X	112/112L	Earth Through Time (Lecture and Lab Course)	Equally Rigorous	1.0
GLY	X	112C	Earth Through Time (Combined Lecture and Lab)	Equally Rigorous	1.0
GLY	X	151	Geology & Environment of FL (Lecture Only)	Equally Rigorous	0.5
GLY	X	151/151L	Geology & Environment of FL (Lecture and Lab Course)	Equally Rigorous	1.0
GLY	X	151C	Geology & Environment of FL (Combined Lecture and Lab)	Equally Rigorous	1.0
GLY	X	171	Physiographic Features of The U.S. (Lecture Only)	Equally Rigorous	0.5
GLY	X	171/171L	Physiographic Features of The U.S. (Lecture and Lab Course)	Equally Rigorous	1.0
GLY	X	171C	Physiographic Features of The U.S. (Combined Lecture and Lab)	Equally Rigorous	1.0
GLY	X	730	Marine Geology(Lecture Only)	Equally Rigorous	0.5
GLY	X	730/730L	Marine Geology (Lecture and Lab Course)	Equally Rigorous	1.0
GLY	X	730C	Marine Geology (Combined Lecture and Lab)	Equally Rigorous	1.0
IDS	X	152	Ecology, Pollution, and Man (Lecture Only)	Equally Rigorous	0.5
IDS	X	152/152L	Ecology, Pollution, and Man (Lecture and Lab Course)	Equally Rigorous	1.0
IDS	X	152C	Ecology, Pollution, and Man (Combined Lecture and Lab)	Equally Rigorous	1.0
ISC	X	001	Integrated "Principles" of Science (Lecture Only)	Equally Rigorous	0.5
ISC	X	001/001L	Integrated "Principles" of Science (Lecture and Lab Course)	Equally Rigorous	1.0
ISC	X	001C	Integrated "Principles" of Science (Combined Lecture and Lab)	Equally Rigorous	1.0
ISC	X	002	Integrated Principles of Science (cont.) (Lecture Only)	Equally Rigorous	0.5
ISC	X	002/002L	Integrated Principles of Science (cont.) (Lecture and Lab Course)	Equally Rigorous	1.0
ISC	X	002C	Integrated Principles of Science (cont.) (Combined Lecture and Lab)	Equally Rigorous	1.0
ISC	X	003	Global Change, Its Scientific and Human Dimensions(Lecture Only)	Equally Rigorous	0.5
ISC	X	003/003L	Global Change, Its Scientific and Human Dimensions (Lecture and Lab Course)	Equally Rigorous	1.0
ISC	X	003C	Global Change, Its Scientific and Human Dimensions(Combined Lecture and Lab)	Equally Rigorous	1.0
ISC	X	004	Integrated Natural Science I: Science That Matters (Lecture Only)	Equally Rigorous	0.5
ISC	X	004/004L	Integrated Natural Science I: Science That Matters (Lecture and Lab Course)	Equally Rigorous	1.0
ISC	X	004C	Integrated Natural Science I: Science That Matters (Combined Lecture and Lab)	Equally Rigorous	1.0
ISC	X	005	Integrated Natural Science II: Science That Matters (Lecture Only)	Equally Rigorous	0.5
ISC	X	005/005L	Integrated Natural Science II: Science That Matters (Lecture and Lab Course)	Equally Rigorous	1.0
ISC	X	005C	Integrated Natural Science II: Science That Matters (Combined Lecture and Lab)	Equally Rigorous	1.0
ISC	X	006	Wide World of Science I (Lecture Only)	Equally Rigorous	0.5
ISC	X	006/006L	Wide World of Science I (Lecture and Lab Course)	Equally Rigorous	1.0
ISC	X	006C	Wide World of Science I (Combined Lecture and Lab)	Equally Rigorous	1.0
ISC	X	007	Wide World of Science II (Lecture Only)	Equally Rigorous	0.5
ISC	X	007/007L	Wide World of Science II (Lecture and Lab Course)	Equally Rigorous	1.0
ISC	X	007C	Wide World of Science II (Combined Lecture and Lab)	Equally Rigorous	1.0
ISC	X	140	Earth and its Environment (Lecture Only)	Equally Rigorous	0.5
ISC	X	140/140L	Earth and its Environment (Lecture and Lab Course)	Equally Rigorous	1.0
ISC	X	140C	Earth and its Environment (Combined Lecture and Lab)	Equally Rigorous	1.0
ISC	X	141	Earth, Sea, and Sky (Lecture Only)	Equally Rigorous	0.5
ISC	X	141/141L	Earth, Sea, and Sky (Lecture and Lab Course)	Equally Rigorous	1.0
ISC	X	141C	Earth, Sea, and Sky (Combined Lecture and Lab)	Equally Rigorous	1.0
MCB	X	000	Intro Microbiology: No Prerequisites (Lecture Only)	Equally Rigorous	0.5
MCB	X	000/000L	Intro Microbiology: No Prerequisites (Lecture and Lab Course)	Equally Rigorous	1.0
MCB	X	000C	Intro Microbiology: No Prerequisites (Combined Lecture and Lab)	Equally Rigorous	1.0

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
MCB	X	004	Introductory Microbiology: Biology/ Chemistry Prerequisite (Lecture Only)	Equally Rigorous	0.5
MCB	X	004/004L	Introductory Microbiology: Biology/ Chemistry Prerequisite (Lecture and Lab Course)	Equally Rigorous	1.0
MCB	X	004C	Introductory Microbiology: Biology/ Chemistry Prerequisite (Combined Lecture and Lab)	Equally Rigorous	1.0
MCB	X	010	Microbiology (Lecture Only)	Equally Rigorous	0.5
MCB	X	010/010L	Microbiology (Lecture and Lab Course)	Equally Rigorous	1.0
MCB	X	010C	Microbiology (Combined Lecture and Lab)	Equally Rigorous	1.0
MCB	X	013	Microbiology (Lecture Only)	Equally Rigorous	0.5
MCB	X	013/013L	Microbiology (Lecture and Lab Course)	Equally Rigorous	1.0
MCB	X	013C	Microbiology (Combined Lecture and Lab)	Equally Rigorous	1.0
MCB	X	020	MICROBIOLOGY (Lecture Only)	Equally Rigorous	0.5
MCB	X	020/020L	MICROBIOLOGY (Lecture and Lab Course)	Equally Rigorous	1.0
MCB	X	020C	MICROBIOLOGY (Combined Lecture and Lab)	Equally Rigorous	1.0
MCB	X	278	Intro to Epidemiology of Infectious Diseases W/Lab-Bs 1006c (Lecture Only)	Equally Rigorous	0.5
MCB	X	278/278L	Intro to Epidemiology of Infectious Diseases W/Lab-Bs 1006c (Lecture and Lab Course)	Equally Rigorous	1.0
MCB	X	278C	Intro to Epidemiology of Infectious Diseases W/Lab-Bs 1006c (Combined Lecture and Lab)	Equally Rigorous	1.0
MET	X	001	Weather & Climate - General Survey (Lecture Only)	Equally Rigorous	0.5
MET	X	001/001L	Weather & Climate - General Survey (Lecture and Lab Course)	Equally Rigorous	1.0
MET	X	001C	Weather & Climate - General Survey (Combined Lecture and Lab)	Equally Rigorous	1.0
MET	X	010	Meteorology (Lecture Only)	Equally Rigorous	0.5
MET	X	010/010L	Meteorology (Lecture and Lab Course)	Equally Rigorous	1.0
MET	X	010C	Meteorology (Combined Lecture and Lab)	Equally Rigorous	1.0
MET	X	101	General Climatology-Physical Processes (Lecture Only)	Equally Rigorous	0.5
MET	X	101/101L	General Climatology-Physical Processes (Lecture and Lab Course)	Equally Rigorous	1.0
MET	X	101C	General Climatology-Physical Processes (Combined Lecture and Lab)	Equally Rigorous	1.0
MET	X	700	General Meteorology – Majors (Lecture Only)	Equally Rigorous	0.5
MET	X	700/700L	General Meteorology – Majors (Lecture and Lab Course)	Equally Rigorous	1.0
MET	X	700C	General Meteorology – Majors (Combined Lecture and Lab)	Equally Rigorous	1.0
OCB	X	000	Survey of Marine Biology (Lecture Only)	Equally Rigorous	0.5
OCB	X	000/000L	Survey of Marine Biology (Lecture and Lab Course)	Equally Rigorous	1.0
OCB	X	000C	Survey of Marine Biology (Combined Lecture and Lab)	Equally Rigorous	1.0
OCB	X	003	Marine Biology (Lecture Only)	Equally Rigorous	0.5
OCB	X	003/003L	Marine Biology (Lecture and Lab Course)	Equally Rigorous	1.0
OCB	X	003C	Marine Biology (Combined Lecture and Lab)	Equally Rigorous	1.0
OCB	X	010	Introduction to Marine Biology (Lecture Only)	Equally Rigorous	0.5
OCB	X	010/010L	Introduction to Marine Biology (Lecture and Lab Course)	Equally Rigorous	1.0
OCB	X	010C	Introduction to Marine Biology (Combined Lecture and Lab)	Equally Rigorous	1.0
OCB	X	013	Introduction to Marine Biology (Lecture Only)	Equally Rigorous	0.5
OCB	X	013/013L	Introduction to Marine Biology (Lecture and Lab Course)	Equally Rigorous	1.0
OCB	X	013C	Introduction to Marine Biology (Combined Lecture and Lab)	Equally Rigorous	1.0
OCB	X	630	Introduction to Marine Ecology (Lecture only)	Equally Rigorous	0.5
OCB	X	630/630L	Introduction to Marine Ecology (Lecture and Lab Course)	Equally Rigorous	1.0
OCB	X	630C	Introduction to Marine Ecology (Combined Lecture and Lab)	Equally Rigorous	1.0
OCE	X	000	The Marine Environment (Lecture Only)	Equally Rigorous	0.5
OCE	X	000/000L	The Marine Environment (Lecture and Lab Course)	Equally Rigorous	1.0
OCE	X	000C	The Marine Environment (Combined Lecture and Lab)	Equally Rigorous	1.0
OCE	X	001	Survey of Oceanography (Lecture Only)	Equally Rigorous	0.5
OCE	X	001/001L	Survey of Oceanography (Lecture and Lab Course)	Equally Rigorous	1.0
OCE	X	001C	Survey of Oceanography (Combined Lecture and Lab)	Equally Rigorous	1.0
OCE	X	002	Survey of Oceanography II (Lecture Only)	Equally Rigorous	0.5
OCE	X	002/002L	Survey of Oceanography II (Lecture and Lab Course)	Equally Rigorous	1.0
OCE	X	002C	Survey of Oceanography II (Combined Lecture and Lab)	Equally Rigorous	1.0

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
OCE	X	005	Survey of Oceanography (Oceanus) (Lecture Only)	Equally Rigorous	0.5
OCE	X	005/005L	Survey of Oceanography (Oceanus) (Lecture and Lab Course)	Equally Rigorous	1.0
OCE	X	005C	Survey of Oceanography (Oceanus) (Combined Lecture and Lab)	Equally Rigorous	1.0
OCE	X	006	Marine Science (Lecture Only)	Equally Rigorous	0.5
OCE	X	006/006L	Marine Science (Lecture and Lab Course)	Equally Rigorous	1.0
OCE	X	006C	Marine Science (Combined Lecture and Lab)	Equally Rigorous	1.0
OCE	X	008	Oceanography (Lecture Only)	Equally Rigorous	0.5
OCE	X	008/008L	Oceanography (Lecture and Lab Course)	Equally Rigorous	1.0
OCE	X	008C	Oceanography (Combined Lecture and Lab)	Equally Rigorous	1.0
OCP	X	550	Global Climate Change: Oceanic/Atmospheric Interactions (Lecture Only)	Equally Rigorous	0.5
OCP	X	550/550L	Global Climate Change: Oceanic/Atmospheric Interactions (Lecture and Lab Course)	Equally Rigorous	1.0
OCP	X	550C	Global Climate Change: Oceanic/Atmospheric Interactions (Combined Lecture and Lab)	Equally Rigorous	1.0
PCB	X	011	Functional Biology (Lecture Only)	Equally Rigorous	0.5
PCB	X	011/011L	Functional Biology (Lecture and Lab Course)	Equally Rigorous	1.0
PCB	X	011C	Functional Biology (Combined Lecture and Lab)	Equally Rigorous	1.0
PCB	X	030	Introduction to Ecology (Lecture Only)	Equally Rigorous	0.5
PCB	X	030/030L	Introduction to Ecology (Lecture and Lab Course)	Equally Rigorous	1.0
PCB	X	030C	Introduction to Ecology (Combined Lecture and Lab)	Equally Rigorous	1.0
PCB	X	033	General Intro Ecology: Prereq. (Lecture Only)	Equally Rigorous	0.5
PCB	X	033/033L	General Intro Ecology: Prereq. (Lecture and Lab Course)	Equally Rigorous	1.0
PCB	X	033C	General Intro Ecology: Prereq. (Combined Lecture and Lab)	Equally Rigorous	1.0
PCB	X	035	Concepts of Ecology (Lecture Only)	Equally Rigorous	0.5
PCB	X	035/035L	Concepts of Ecology (Lecture and Lab Course)	Equally Rigorous	1.0
PCB	X	035C	Concepts of Ecology (Combined Lecture and Lab)	Equally Rigorous	1.0
PCB	X	050	Intro Genetics (Non-Majors) (Lecture Only)	Equally Rigorous	0.5
PCB	X	050/050L	Intro Genetics (Non-Majors) (Lecture and Lab Course)	Equally Rigorous	1.0
PCB	X	050C	Intro Genetics (Non-Majors) (Combined Lecture and Lab)	Equally Rigorous	1.0
PCB	X	061	Genetics (Lecture Only)	Equally Rigorous	0.5
PCB	X	061/061L	Genetics (Lecture and Lab Course)	Equally Rigorous	1.0
PCB	X	061C	Genetics (Combined Lecture and Lab)	Equally Rigorous	1.0
PCB	X	099	Foundations of Human Physiology (Lecture Only)	Equally Rigorous	0.5
PCB	X	099/099L	Foundations of Human Physiology (Lecture and Lab Course)	Equally Rigorous	1.0
PCB	X	099C	Foundations of Human Physiology (Combined Lecture and Lab)	Equally Rigorous	1.0
PCB	X	131	Cell Biology (Lecture Only)	Equally Rigorous	0.5
PCB	X	131/131L	Cell Biology (Lecture and Lab Course)	Equally Rigorous	1.0
PCB	X	131C	Cell Biology (Combined Lecture and Lab)	Equally Rigorous	1.0
PCB	X	300	Aquatic Biology (Lecture Only)	Equally Rigorous	0.5
PCB	X	300/300L	Aquatic Biology (Lecture and Lab Course)	Equally Rigorous	1.0
PCB	X	300C	Aquatic Biology (Combined Lecture and Lab)	Equally Rigorous	1.0
PCB	X	304	River Ecology (Lecture Only)	Equally Rigorous	0.5
PCB	X	304/304L	River Ecology (Lecture and Lab Course)	Equally Rigorous	1.0
PCB	X	304C	River Ecology(Combined Lecture and Lab)	Equally Rigorous	1.0
PCB	X	308	Natural History of Florida's Rivers (Lecture Only)	Equally Rigorous	0.5
PCB	X	308/308L	Natural History of Florida's Rivers (Lecture and Lab Course)	Equally Rigorous	1.0
PCB	X	308C	Natural History of Florida's Rivers (Combined Lecture and Lab)	Equally Rigorous	1.0
PCB	X	435	Florida Environmental Systems (Lecture Only)	Equally Rigorous	0.5
PCB	X	435/435L	Florida Environmental Systems (Lecture and Lab Course)	Equally Rigorous	1.0
PCB	X	435C	Florida Environmental Systems (Combined Lecture and Lab)	Equally Rigorous	1.0
PCB	X	440	Basic Florida Ecology (Lecture Only)	Equally Rigorous	0.5
PCB	X	440/440L	Basic Florida Ecology (Lecture and Lab Course)	Equally Rigorous	1.0
PCB	X	440C	Basic Florida Ecology (Combined Lecture and Lab)	Equally Rigorous	1.0
PCB	X	610	Intro Genetics and Evolution (Lecture Only)	Equally Rigorous	0.5
PCB	X	610/610L	Intro Genetics and Evolution (Lecture and Lab Course)	Equally Rigorous	1.0
PCB	X	610C	Intro Genetics and Evolution (Combined Lecture and Lab)	Equally Rigorous	1.0

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
PCB	X	703	Human Physiology I (Lecture Only)	Equally Rigorous	0.5
PCB	X	703/703L	Human Physiology I (Lecture and Lab Course)	Equally Rigorous	1.0
PCB	X	703C	Human Physiology I (Combined Lecture and Lab)	Equally Rigorous	1.0
PHY	X	001	Technical Phys (Single Course Overview) (Lecture Only)	Equally Rigorous	0.5
PHY	X	001/001L	Technical Phys (Single Course Overview) (Lecture and Lab Course)	Equally Rigorous	1.0
PHY	X	001C	Technical Phys (Single Course Overview) (Combined Lecture and Lab)	Equally Rigorous	1.0
PHY	X	004	Tech Phys I (Lecture Only)	Equally Rigorous	0.5
PHY	X	004/004L	Tech Phys I (Lecture and Lab Course)	Equally Rigorous	1.0
PHY	X	004C	Tech Phys I (Combined Lecture and Lab)	Equally Rigorous	1.0
PHY	X	005	Applied Physics II (Lecture Only)	Equally Rigorous	0.5
PHY	X	005/005L	Applied Physics II (Lecture and Lab Course)	Equally Rigorous	1.0
PHY	X	005C	Applied Physics II (Combined Lecture and Lab)	Equally Rigorous	1.0
PHY	X	007	Physics for Health Related Technologies (Lecture Only)	Equally Rigorous	0.5
PHY	X	007/007L	Physics for Health Related Technologies (Lecture and Lab Course)	Equally Rigorous	1.0
PHY	X	007C	Physics for Health Related Technologies (Combined Lecture and Lab)	Equally Rigorous	1.0
PHY	X	020	Physical Science (Lecture Only)	Equally Rigorous	0.5
PHY	X	020/020L	Physical Science (Lecture and Lab Course)	Equally Rigorous	1.0
PHY	X	020C	Physical Science (Combined Lecture and Lab)	Equally Rigorous	1.0
PHY	X	023	Survey of General Physics (Lecture Only)	Equally Rigorous	0.5
PHY	X	023/023L	Survey of General Physics (Lecture and Lab Course)	Equally Rigorous	1.0
PHY	X	023C	Survey of General Physics (Combined Lecture and Lab)	Equally Rigorous	1.0
PHY	X	025	Basic Physics (One Semester) (Lecture Only)	Equally Rigorous	0.5
PHY	X	025/025L	Basic Physics (One Semester) (Lecture and Lab Course)	Equally Rigorous	1.0
PHY	X	025C	Basic Physics (One Semester) (Combined Lecture and Lab)	Equally Rigorous	1.0
PHY	X	033	Descriptive Classical and Modern Physics (Lecture Only)	Equally Rigorous	0.5
PHY	X	033/033L	Descriptive Classical and Modern Physics (Lecture and Lab Course)	Equally Rigorous	1.0
PHY	X	033C	Descriptive Classical and Modern Physics (Combined Lecture and Lab)	Equally Rigorous	1.0
PHY	X	048	General Physics (Lecture Only)	Equally Rigorous	0.5
PHY	X	048/048L	General Physics With Calculus (Lecture and Lab Course)	Equally Rigorous	1.0
PHY	X	048C	General Physics With Calculus (Combined Lecture and Lab)	Equally Rigorous	1.0
PHY	X	049	General Physics With Calculus II (Lecture Only)	Equally Rigorous	0.5
PHY	X	049/049L	General Physics With Calculus II (Lecture and Lab Course)	Equally Rigorous	1.0
PHY	X	049C	General Physics With Calculus II (Combined Lecture and Lab)	Equally Rigorous	1.0
PHY	X	053	General Physics I (Lecture Only)	Equally Rigorous	0.5
PHY	X	053/053L	General Physics I (Lecture and Lab Course)	Equally Rigorous	1.0
PHY	X	053C	General Physics I (Combined Lecture and Lab)	Equally Rigorous	1.0
PHY	X	054	General Physics II (Lecture Only)	Equally Rigorous	0.5
PHY	X	054/054L	General Physics II (Lecture and Lab Course)	Equally Rigorous	1.0
PHY	X	054C	General Physics II (Combined Lecture and Lab)	Equally Rigorous	1.0
PHY	X	101	Elements of Modern Physics (Lecture Only)	Equally Rigorous	0.5
PHY	X	101/101L	Elements of Modern Physics (Lecture and Lab Course)	Equally Rigorous	1.0
PHY	X	101C	Elements of Modern Physics (Combined Lecture and Lab)	Equally Rigorous	1.0
PHY	X	105	Modern Physics (Lecture Only)	Equally Rigorous	0.5
PHY	X	105/105L	Modern Physics (Lecture and Lab Course)	Equally Rigorous	1.0
PHY	X	105C	Modern Physics (Combined Lecture and Lab)	Equally Rigorous	1.0
PHY	X	420	Elementary Wave Theory (Lecture Only)	Equally Rigorous	0.5
PHY	X	420/420L	Elementary Wave Theory (Lecture and Lab Course)	Equally Rigorous	1.0
PHY	X	420C	Elementary Wave Theory (Combined Lecture and Lab)	Equally Rigorous	1.0
PSB	X	000	Basic Psychobiology (Lecture Only)	Equally Rigorous	0.5
PSB	X	000/000L	Basic Psychobiology (Lecture and Lab Course)	Equally Rigorous	1.0
PSB	X	000C	Basic Psychobiology (Combined Lecture and Lab)	Equally Rigorous	1.0
PSC	X	001	Ideas and Philosophy of Science (Lecture Only)	Equally Rigorous	0.5
PSC	X	001/001L	Ideas and Philosophy of Science (Lecture and Lab Course)	Equally Rigorous	1.0
PSC	X	001C	Ideas and Philosophy of Science (Combined Lecture and Lab)	Equally Rigorous	1.0
PSC	X	020	Fundamentals of Physical Science (Lecture Only)	Equally Rigorous	0.5
PSC	X	020/020L	Fundamentals of Physical Science (Lecture and Lab Course)	Equally Rigorous	1.0
PSC	X	020C	Fundamentals of Physical Science (Combined Lecture and Lab)	Equally Rigorous	1.0

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
PSC	X	104	Physical Science Survey (Lecture Only)	Equally Rigorous	0.5
PSC	X	104/104L	Physical Science Survey (Lecture and Lab Course)	Equally Rigorous	1.0
PSC	X	104C	Physical Science Survey (Combined Lecture and Lab)	Equally Rigorous	1.0
PSC	X	121	General Physical Sciences (Lecture Only)	Equally Rigorous	0.5
PSC	X	121/121L	General Physical Sciences (Lecture and Lab Course)	Equally Rigorous	1.0
PSC	X	121C	General Physical Sciences (Combined Lecture and Lab)	Equally Rigorous	1.0
PSC	X	311	Fundamentals of Astronomy and Geology (Lecture Only)	Equally Rigorous	0.5
PSC	X	311/311L	Fundamentals of Astronomy and Geology (Lecture and Lab Course)	Equally Rigorous	1.0
PSC	X	311C	Fundamentals of Astronomy and Geology (Combined Lecture and Lab)	Equally Rigorous	1.0
PSC	X	321	Fundamentals of Physics and Astronomy (Lecture Only)	Equally Rigorous	0.5
PSC	X	321/321L	Fundamentals of Physics and Astronomy (Lecture and Lab Course)	Equally Rigorous	1.0
PSC	X	321C	Fundamentals of Physics and Astronomy (Combined Lecture and Lab)	Equally Rigorous	1.0
PSC	X	331	Fundamentals of Chemistry & Geology (Lecture Only)	Equally Rigorous	0.5
PSC	X	331/331L	Fundamentals of Chemistry & Geology (Lecture and Lab Course)	Equally Rigorous	1.0
PSC	X	331C	Fundamentals of Chemistry & Geology (Combined Lecture and Lab)	Equally Rigorous	1.0
PSC	X	341	Physical Science (Lecture Only)	Equally Rigorous	0.5
PSC	X	341/341L	Physical Science (Lecture and Lab Course)	Equally Rigorous	1.0
PSC	X	341C	Physical Science (Combined Lecture and Lab)	Equally Rigorous	1.0
PSC	X	512	Physical Science & the Environment (Lecture Only)	Equally Rigorous	0.5
PSC	X	512/512L	Physical Science & the Environment (Lecture and Lab Course)	Equally Rigorous	1.0
PSC	X	512C	Physical Science & the Environment (Combined Lecture and Lab)	Equally Rigorous	1.0
STS	X	300	Human Anatomy and Physiology (Lecture Only)	Equally Rigorous	0.5
STS	X	300/300L	Human Anatomy and Physiology (Lecture and Lab Course)	Equally Rigorous	1.0
STS	X	300C	Human Anatomy and Physiology (Combined Lecture and Lab)	Equally Rigorous	1.0
ZOO	X	010	General Zoology (Lecture Only)	Equally Rigorous	0.5
ZOO	X	010/010L	General Zoology (Lecture and Lab Course)	Equally Rigorous	1.0
ZOO	X	010C	General Zoology (Combined Lecture and Lab)	Equally Rigorous	1.0
ZOO	X	203	General Invertebrate Zoo (Prereq) (Lecture Only)	Equally Rigorous	0.5
ZOO	X	203/230L	General Invertebrate Zoo (Prereq) (Lecture and Lab Course)	Equally Rigorous	1.0
ZOO	X	203C	General Invertebrate Zoo (Prereq) (Combined Lecture and Lab)	Equally Rigorous	1.0
ZOO	X	205	Advanced Invertebrate Zoology (Lecture Only)	Equally Rigorous	0.5
ZOO	X	205/205L	Advanced Invertebrate Zoology (Lecture and Lab Course)	Equally Rigorous	1.0
ZOO	X	205C	Advanced Invertebrate Zoology (Combined Lecture and Lab)	Equally Rigorous	1.0
ZOO	X	303	General Vertebrate Zoology (Lecture Only)	Equally Rigorous	0.5
ZOO	X	303/303L	General Vertebrate Zoology (Lecture and Lab Course)	Equally Rigorous	1.0
ZOO	X	303C	General Vertebrate Zoology (Combined Lecture and Lab)	Equally Rigorous	1.0
ZOO	X	503	Intro to Comparative Animal Behavior (Lecture Only)	Equally Rigorous	0.5
ZOO	X	503/503L	Intro to Comparative Animal Behavior (Lecture and Lab Course)	Equally Rigorous	1.0
ZOO	X	503C	Intro to Comparative Animal Behavior (Combined Lecture and Lab)	Equally Rigorous	1.0
ZOO	X	710	Comparative Vertebrate Anatomy (Lecture Only)	Equally Rigorous	0.5
ZOO	X	710/710L	Comparative Vertebrate Anatomy (Lecture and Lab Course)	Equally Rigorous	1.0
ZOO	X	710C	Comparative Vertebrate Anatomy (Combined Lecture and Lab)	Equally Rigorous	1.0

SOCIAL STUDIES

Social studies requirements for high school graduation in Florida are prescribed by statute. Unless indicated on the list below, all college social science courses taken through dual enrollment receive elective credit.

United States History. Faculty reviewers have determined that the content in the sequence of AMH x010 and AMH x020 is comparable to the standards for United States History and therefore may be used as preparation for the associated End-of-Course (EOC) assessment. For any other AMH course or set of courses taken through dual enrollment, the school district and postsecondary institution may determine if that course or set of courses may be used as preparation for the U.S. History EOC. The AMH courses on this list, or those designated by the school district, may each satisfy 0.5 U.S. History credits toward high school graduation.

Economics. Section 1003.4282(3)(d), FS, requires one-half credit in economics, which must include financial literacy. The district and college will determine if the local postsecondary economics course meets this requirement.

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
AMH	X	010	Introductory Survey To 1877	Social Studies: United States History (EOC)	0.5
AMH	X	011	Introductory Survey To 1877: Honors	Social Studies: United States History (EOC)	0.5
AMH	X	020	Introductory Survey Since 1877	Social Studies: United States History	0.5
AMH	X	041	Survey of the American Experience I	Social Studies: United States History	0.5
AMH	X	042	Survey of Social and Cultural History Since 1865	Social Studies: United States History	0.5
AMH	X	050	Survey of the American Experience II	Social Studies: United States History	0.5
POS	X	041	American Government I	Social Studies: United States Government	0.5
POS	X	042	American Government	Social Studies: United States Government	0.5
POS	X	049	American Government	Social Studies: United States Government	0.5
POS	X	050	American Government 1, Honors	Social Studies: United States Government	0.5
WOH	X	001	World Civilization	Social Studies: World History	0.5
WOH	X	012	World History To 1500	Social Studies: World History	0.5
WOH	X	022	World History 1500 To Present	Social Studies: World History	0.5
WOH	X	023	Modern World History	Social Studies: World History	0.5
WOH	X	030	World History Since 1815	Social Studies: World History	0.5

Students Entering Grade Nine in the 2011-2012 School Year

What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 reading (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) if Algebra I is taken after 2010–2011 or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the following EOC assessments:

- Algebra I (if enrolled after 2010–2011)
- Biology I (if enrolled after 2010–2011)
- Geometry (if enrolled after 2010–2011)
- U.S. History (if enrolled after 2011–2012)

What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Geometry
- U.S. History
- Biology I
- Algebra II

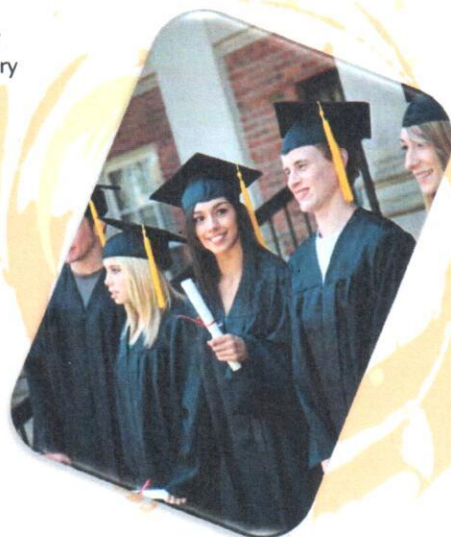


Photo courtesy of iStock/Thinkstock

What are the requirements for the 24-credit standard diploma option?

4 Credits English Language Arts (ELA)
4 Credits Mathematics
<ul style="list-style-type: none"> ▪ One of which must be Algebra I and one of which must be Geometry ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)
3 Credits Science
<ul style="list-style-type: none"> ▪ One of which must be Biology I, two of which must have a laboratory component ▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I) ▪ An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)
3 Credits Social Studies
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts
Eligible courses are specified in the Florida Course Code Directory at http://www.fldoe.org/articulation/CCD/default.asp .
1 Credit Physical Education
To include the integration of health
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.

What is the distinction between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.4282(10)(d)1.-5., Florida Statutes [F.S.]).

What are the requirements for standard diploma designations?

Scholar Diploma Designation
<p>In addition to meeting the 24-credit standard high school diploma requirements, a student must</p> <ul style="list-style-type: none"> ▪ Earn 1 credit in Algebra II; ▪ Earn 1 credit in Statistics or an equally rigorous mathematics course; ▪ Pass the Biology I EOC; ▪ Earn 1 credit in Chemistry or Physics; ▪ Earn 1 credit in a course equally rigorous to Chemistry or Physics; ▪ Pass the U.S. History EOC; ▪ Earn 2 credits in the same World Language; and ▪ Earn at least 1 credit in AP, IB, AICE or a dual enrollment course. <p>A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student</p> <ul style="list-style-type: none"> ▪ Takes the respective AP, IB or AICE assessment; and ▪ Earns the minimum score to earn college credit.
Merit Diploma Designation
<ul style="list-style-type: none"> ▪ Meet the standard high school diploma requirements ▪ Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, go to

<http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

What are the public postsecondary options?

SUS (State University System)
<p>Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:</p> <ul style="list-style-type: none"> ▪ High school graduation with a standard diploma ▪ Admission test scores ▪ 16 credits of college preparatory academic courses ▪ 4 English (3 with substantial writing) ▪ 4 Mathematics (Algebra I level and above) ▪ 3 Natural Science (2 with substantial lab) ▪ 3 Social Science ▪ 2 World Language (sequential, in the same language) ▪ 2 approved electives <p>http://www.flbog.edu/forstudents/planning</p>
The Florida College System
<p>Includes 28 state colleges. These institutions offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.</p> <p>http://www.fldoe.org/fcs</p>
Career and Technical Centers
<p>Florida also offers students 46 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p> <p>http://www.fldoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf</p>

Where is information on financial aid located?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships.

<http://www.floridastudentfinancialaid.org/>

* Policy adopted in rule by the district school board may require for any cohort of students that performance of a statewide, standardized EOC assessment constitute 30 percent of a student's final course grade



Información Para los Estudiantes Inscritos en el Noveno Grado para el Año Escolar 2011-2012

Lo Que los Estudiantes y Padres Necesitan Saber

¿Cuáles son las opciones para los diplomas?

Los estudiantes deben completar exitosamente una de las opciones para el diploma:

- Diploma estándar de 24 créditos
- Opción Academically Challenging Curriculum to Enhance Learning (ACCEL)¹
- Currículo de Advanced International Certificate of Education (AICE)²
- Currículo de International Baccalaureate (IB)³

¿Cuáles son los requisitos de evaluación del estado*?

Los estudiantes deben aprobar las siguientes evaluaciones estatales:

- Grado 10 Lectura (o calificación concordante de ACT/SAT)
- Álgebra I examen de fin de curso (EOC) si toma Álgebra I después de 2010-2011 o una calificación comparativa en el Examen de Preparación para la Educación Terciaria (P.E.R.T.)

Los estudiantes deben participar en las evaluaciones de EOC y los resultados constituyen 30% de la nota final del curso. Estas evaluaciones son para las siguientes asignaturas:

- Álgebra I (si se matricularon después de 2010-2011)
- Biología I (si se matricularon después de 2010-2011)
- Geometría (si se matricularon después de 2010-2011)
- Historia Estadounidense (si se matricularon después de 2011-2012)

¿Qué es el *credit acceleration program* [programa de créditos acelerados] (CAP)?

Este programa le permite al estudiante obtener crédito en la escuela secundaria si aprueba una evaluación de curso estatal sin matricularse en el curso. Los cursos incluyen las siguientes asignaturas:

- Álgebra I
- Geometría
- Historia Estadounidense
- Biología I
- Álgebra II

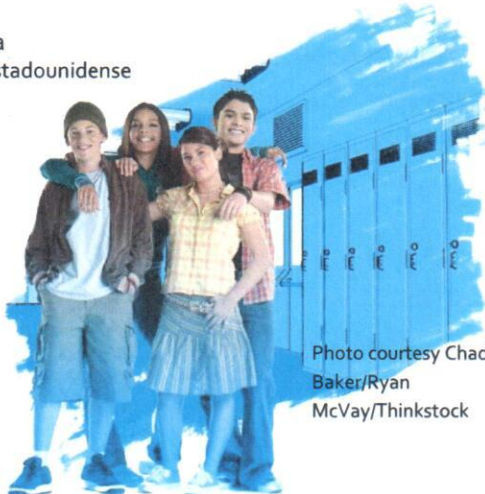


Photo courtesy Chad
Baker/Ryan
McVay/Thinkstock

¿Cuáles son los requisitos para la opción del diploma estándar?

4 Créditos de Artes del Lenguaje Inglés (ELA)
4 Créditos de Matemáticas
<ul style="list-style-type: none">▪ Uno debe ser en Álgebra I y uno debe ser en Geometría▪ Las certificaciones de industriales que conducen a créditos universitarios pueden reemplazar hasta dos créditos de matemáticas (excepto para Álgebra I y Geometría)
3 Créditos de Ciencias
<ul style="list-style-type: none">▪ Uno debe ser en Biología I, dos deben ser en cursos que tienen un componente laboratorio.▪ Una certificación de industria que conduce a crédito universitario puede reemplazar hasta un crédito de ciencias (excepto el de Biología I)▪ Un curso de informática identificado como riguroso junto con una certificación de industria relacionada puede reemplazar hasta un crédito de ciencias (excepto para Biología I)
3 Créditos Ciencias Sociales
1 crédito en Historia Mundial 1 crédito en Historia Estadounidense .5 crédito en Gobierno de los Estados Unidos .5 crédito en Economía
1 Crédito en Artes Plásticas/Escénicas, Discurso y Debate, o Artes Practicas*
1 Crédito Educación Física*
Incluirá la integración de la salud
*Los cursos elegibles y sustituciones para los cursos elegibles son especificados en el Florida Course Code Directory [Directorio de los Códigos de Cursos de la Florida]: http://www.fldoe.org/articulation/CCD/default.asp .
8 Créditos Electivos
1 Curso en Línea
Los estudiantes deben tener una puntuación promedio de las notas (GPA) de 2.0 en una escala de 4.0.

¿Cuáles son los requisitos para la designación de diploma estándar?

Designación Diploma de Becado
<p>Además de cumplir con los requisitos del diploma estándar de la escuela secundaria de 24 créditos, un estudiante debe</p> <ul style="list-style-type: none"> ▪ Ganar un crédito en Álgebra II; ▪ Ganar un crédito en Estadísticas u otro curso igualmente riguroso de matemáticas; ▪ Aprobar el EOC de Biología I; ▪ Ganar un crédito en Química o Física; ▪ Ganar un crédito en un curso igualmente riguroso que un curso de Química o Física; ▪ Aprobar el EOC de la Historia Estadounidense; ▪ Ganar 2 créditos en el mismo idioma extranjero; y ▪ Ganar por lo menos un crédito en AP, IB, AICE, o cursos de nivel universitario. <p>Un estudiante será eximido/a de la evaluación de Biología I o Historia Estadounidense si el/la estudiante está matriculado/a en un curso de AP, IB, o AICE Biología I o Historia Estadounidense y el/la estudiante</p> <ul style="list-style-type: none"> ▪ Toma la evaluación respectiva de AP, IB, o AICE; ▪ Saca la calificación mínima para obtener crédito universitario.
Designación Diploma de Mérito
<ul style="list-style-type: none"> ▪ Cumplir con los requisitos del diploma estándar de la escuela secundaria ▪ Lograr una o más de una certificación de industria de la lista establecida (por s. 1003.492, F.S.)

¿Si un estudiante selecciona el programa de 24 créditos, se puede graduar temprano?

Sí, un estudiante que completa todos los requisitos del programa de 24 créditos para obtener un diploma estándar se puede graduar en menos de ocho semestres.

¿Cuál es la distinción entre la opción ACCEL de 18 créditos y la opción de 24 créditos?

- 3 créditos electivos en vez de 8
- La Educación Física no es un requisito
- Tomar un curso en línea no es un requisito

Todos los otros requisitos para un diploma estándar de 24 créditos deben ser cumplidos (por sección 1003.4282(10)(d)1.-5., Estatutos de la Florida [F.S.]).

¿Dónde se puede encontrar información sobre las becas de Bright Futures?

El Programa Becario de Florida Bright Futures premia a los estudiantes por sus logros académicos durante la escuela secundaria proporcionándoles fondos para matricularse en una institución de educación terciaria en la Florida. Para obtener más información, visite:

<http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

¿Cuáles son las opciones para las instituciones terciarias públicas?

El Sistema Universitario Estatal (SUS)
<p>La admisión a las universidades públicas de la Florida es competitiva. Los estudiantes potenciales deben completar un currículo riguroso en la escuela secundaria y solicitar a más de una universidad para aumentar su probabilidad de aceptación. Para cumplir los requisitos de entrada para una de las universidades públicas de la Florida, un estudiante que está en proceso de entrar en la universidad por primera vez debe cumplir con los siguientes mínimos requisitos:</p> <ul style="list-style-type: none"> ▪ Graduación de la escuela secundaria con un diploma estándar ▪ Resultados de prueba para la admisión ▪ 16 créditos de cursos académicos preparatorios para la universidad ▪ 4 Inglés (3 con redacción extensa) ▪ 4 Matemáticas (Nivel Álgebra I y más avanzado) ▪ 3 Ciencias Naturales (2 con laboratorio extensos) ▪ 3 Ciencias Sociales ▪ 2 Idioma Extranjero (secuencial, en el mismo idioma) ▪ 2 electivos aprobados <p>http://www.flbog.edu/forstudents/planning</p>
El Sistema de College de la Florida
<p>Incluye 28 colleges estatales. Estas instituciones ofrecen certificados relacionados con una carrera específica y diplomas que le preparan a los estudiantes a transferir a un programa de licenciatura u obtener un trabajo que requiere habilidades específicas. Muchos también ofrecen licenciaturas en campos con gran demanda. Las instituciones del Sistema de College de la Florida tienen una política de puertas abiertas. Esto quiere decir que los estudiantes que han obtenido un diploma estándar de la escuela secundaria, han obtenido un diploma de GED o han mostrado éxito en un cursado terciario serán admitidos a un programa de diplomado.</p> <p>http://www.fldoe.org/fcs</p>
Los Centros de Carreras y Carreras Técnicas
<p>La Florida también le ofrece a los estudiantes 46 centros de carreras y carreras técnicas acreditadas a través del estado que proporcionan la educación y certificación necesarias para trabajar en una carrera particular o campo técnico. Los programas son flexibles para los estudiantes y proporcionan educación industrial particular y entrenamiento para una gran variedad de ocupaciones.</p> <p>http://www.fldoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf</p>

¿Dónde se encuentra información sobre la ayuda financiera?

El Office of Student Financial Assistance State Programs [Oficina de los Programas Estatales para la Ayuda Financiera estudiantil] administra una variedad de becas estatales educacionales para la educación terciaria.

<http://www.floridastudentfinancialaid.org/>

¹ Currículo Académico Exigente para Mejorar el Aprendizaje

² Certificado de Educación Avanzada Internacional

³ Bachillerato Internacional

Students Entering Grade Nine in the 2012-2013 School Year

What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 reading (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) if Algebra I is taken after 2010-2011 or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the following EOC assessments:

- Algebra I (if enrolled after 2010-2011)
- Biology I (if enrolled after 2010-2011)
- Geometry (if enrolled after 2010-2011)
- U.S. History (if enrolled after 2011-2012) and performance on the EOC constitutes 30 percent of the final course grade

What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Geometry
- U.S. History
- Biology I
- Algebra II



What are the requirements for the 24-credit standard diploma?

4 Credits English Language Arts (ELA)
4 Credits Mathematics
<ul style="list-style-type: none"> ▪ One of which must be Algebra I and one of which must be Geometry ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)
3 Credits Science
<ul style="list-style-type: none"> ▪ One of which must be Biology I, two of which must have a laboratory component ▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I) ▪ An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)
3 Credits Social Studies
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts
Eligible courses are specified in the Florida Course Code Directory at http://www.fldoe.org/articulation/CCD/default.asp .
1 Credit Physical Education
To include the integration of health
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.

Photo courtesy of Digital Vision/Thinkstock

What are the requirements for standard diploma designations?

Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements, a student must

- Earn 1 credit in Algebra II;
- Earn 1 credit in Statistics or an equally rigorous mathematics course;
- Pass the Biology I EOC;
- Earn 1 credit in Chemistry or Physics;
- Earn 1 credit in a course equally rigorous to Chemistry or Physics;
- Pass the U.S. History EOC;
- Earn 2 credits in the same World Language; and
- Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.

A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student

- Takes the respective AP, IB or AICE assessment; and
- Earns the minimum score to earn college credit.

Merit Diploma Designation

- Meet the standard high school diploma requirements
- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

What is the distinction between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.4282(10)(d)1.-5., Florida Statutes [F.S.]).

Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, go to

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What are the public postsecondary options?

SUS (State University System)

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:

- High school graduation with a standard diploma
- Admission test scores
- 16 credits of college preparatory academic courses
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra I level and above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language)
- 2 approved electives

<http://www.flbog.edu/forstudents/planning>

The Florida College System

Includes 28 state colleges. These institutions offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.

<http://www.fldoe.org/fcs>

Career and Technical Centers

Florida also offers students 46 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

<http://www.fldoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf>

Where is information on financial aid located?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships.

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* Policy adopted in rule by the district school board may require for any cohort of students that performance of a statewide, standardized EOC assessment constitute 30 percent of a student's final course grade

Información Para los Estudiantes Inscritos en el Noveno Grado para el Año Escolar 2012- 2013

Lo Que los Estudiantes y Padres Necesitan Saber

¿Cuáles son las opciones para los diplomas?

Los estudiantes deben completar exitosamente una de las opciones para el diploma:

- Diploma estándar de 24 créditos
- Opción Academically Challenging Curriculum to Enhance Learning (ACCEL)¹
- Currículo de Advanced International Certificate of Education (AICE)²
- Currículo de International Baccalaureate (IB)³

¿Cuáles son los requisitos de evaluación del estado*?

Los estudiantes deben aprobar las siguientes evaluaciones estatales:

- Grado 10 Lectura (o calificación concordante de ACT/SAT)
- Álgebra I examen de fin de curso (EOC) si toman Álgebra I después de 2010-2011 o una calificación comparativa en el Examen de Preparación para la Educación Terciaria (P.E.R.T.)

Los estudiantes deben participar en las evaluaciones de EOC:

- Álgebra I (si se matricularon después de 2010-2011)
- Biología I (si se matricularon después de 2010-2011)
- Geometría (si se matricularon después de 2010-2011)
- Historia Estadounidense (si se matricularon después de 2011-2012) y los resultados del EOC constituyen 30% de la nota final del curso.

¿Qué es el *credit acceleration program* [programa de créditos acelerados] (CAP)?

Este programa le permite al estudiante obtener crédito en la escuela secundaria si aprueba una evaluación de curso estatal sin matricularse en el curso. Los cursos incluyen las siguientes asignaturas:

- Álgebra I
- Geometría
- Historia Estadounidense
- Biología I
- Álgebra II

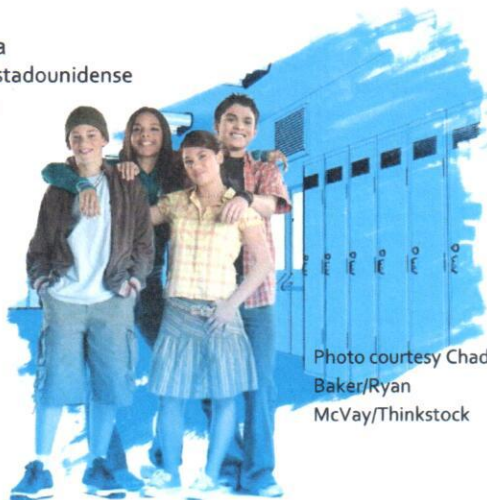


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Baker/Ryan
McVay/Thinkstock

¿Cuáles son los requisitos para la opción del diploma estándar?

4 Créditos de Artes del Lenguaje Inglés (ELA)

4 Créditos de Matemáticas

- Uno debe ser en Álgebra I y uno debe ser en Geometría
- Las certificaciones de industriales que conducen a créditos universitarios pueden reemplazar hasta dos créditos de matemáticas (excepto para Álgebra I y Geometría)

3 Créditos de Ciencias

- Uno debe ser en Biología I, dos deben tener un componente laboratorio.
- Dos de los tres créditos requeridos deben tener un componente de laboratorio.
- Una certificación de industria que conduce a crédito universitario puede reemplazar hasta un crédito de ciencias (excepto el de Biología I)
- Un curso de informática identificado como riguroso junto con una certificación de industria relacionada puede reemplazar hasta un crédito de ciencias (excepto para Biología I)

3 Créditos Ciencias Sociales

- 1 crédito en Historia Mundial
- 1 crédito en Historia Estadounidense
- .5 crédito en Gobierno de los Estados Unidos
- .5 crédito en Economía

1 Crédito en Artes Plásticas/Escénicas, Discurso y Debate, o Artes Prácticas*

1 Crédito Educación Física*

Incluirá la integración de la salud

*Los cursos elegibles y sustituciones para los cursos elegibles son especificados en el Florida Course Code Directory [Directorio de los Códigos de Cursos de la Florida]:
<http://www.fldoe.org/articulation/CCD/default.asp>.

8 Créditos Electivos

1 Curso en Línea

Los estudiantes deben tener una puntuación promedio de las notas (GPA) de 2.0 en una escala de 4.0.

¿Cuáles son los requisitos para la designación de diploma estándar?

Designación Diploma de Becado
<p>Además de cumplir con los requisitos del diploma estándar de la escuela secundaria de 24 créditos, un estudiante debe</p> <ul style="list-style-type: none"> ▪ Ganar un crédito en Álgebra II; ▪ Ganar un crédito en Estadísticas u otro curso igualmente riguroso de matemáticas; ▪ Aprobar el EOC de Biología I; ▪ Ganar un crédito en Química o Física; ▪ Ganar un crédito en un curso igualmente riguroso que un curso de Química o Física; ▪ Aprobar el EOC de la Historia Estadounidense; ▪ Ganar 2 créditos en el mismo idioma extranjero; y ▪ Ganar por lo menos un crédito en AP, IB, AICE, o cursos de nivel universitario. <p>Un estudiante será eximido/a de la evaluación de Biología I o Historia Estadounidense si el/la estudiante está matriculado/a en un curso de AP, IB, o AICE Biología I o Historia Estadounidense y el/la estudiante</p> <ul style="list-style-type: none"> ▪ Toma la evaluación respectiva de AP, IB, o AICE; ▪ Saca la calificación mínima para obtener crédito universitario.
Designación Diploma de Mérito
<ul style="list-style-type: none"> ▪ Cumplir con los requisitos del diploma estándar de la escuela secundaria ▪ Lograr una o más de una certificación de industria de la lista establecida (por s. 1003.492, F.S.)

¿Si un estudiante selecciona el programa de 24 créditos, se puede graduar temprano?

Sí, un estudiante que completa todos los requisitos del programa de 24 créditos para obtener un diploma estándar se puede graduar en menos de ocho semestres.

¿Cuál es la distinción entre la opción ACCEL de 18 créditos y la opción de 24 créditos?

- 3 créditos electivos en vez de 8
- La Educación Física no es un requisito
- Tomar un curso en línea no es un requisito

Todos los otros requisitos para un diploma estándar de 24 créditos deben ser cumplidos (por sección 1003.4282(10)(d)1.-5., Estatutos de la Florida [F.S.]).

¿Dónde se puede encontrar información sobre las becas de Bright Futures?

El Programa Becario de Florida Bright Futures premia a los estudiantes por sus logros académicos durante la escuela secundaria proporcionándoles fondos para matricularse en una institución de educación terciaria en la Florida. Para obtener más información, visite:

<http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

¿Cuáles son las opciones para las instituciones terciarias públicas?

El Sistema Universitario Estatal (SUS)
<p>La admisión a las universidades públicas de la Florida es competitiva. Los estudiantes potenciales deben completar un currículo riguroso en la escuela secundaria y solicitar a más de una universidad para aumentar su probabilidad de aceptación. Para cumplir los requisitos de entrada para una de las universidades públicas de la Florida, un estudiante que está en proceso de entrar en la universidad por primera vez debe cumplir con los siguientes mínimos requisitos:</p> <ul style="list-style-type: none"> ▪ Graduación de la escuela secundaria con un diploma estándar ▪ Resultados de prueba para la admisión ▪ 16 créditos de cursos académicos preparatorios para la universidad ▪ 4 Inglés (3 con redacción extensa) ▪ 4 Matemáticas (Nivel Álgebra I y más avanzado) ▪ 3 Ciencias Naturales (2 con laboratorio extensos) ▪ 3 Ciencias Sociales ▪ 2 Idioma Extranjero (secuencial, en el mismo idioma) ▪ 2 electivos aprobados <p>http://www.flbog.edu/forstudents/planning</p>
El Sistema de College de la Florida
<p>Incluye 28 colleges estatales. Estas instituciones ofrecen certificados relacionados con una carrera específica y diplomas que le preparan a los estudiantes a transferir a un programa de licenciatura u obtener un trabajo que requiere habilidades específicas. Muchos también ofrecen licenciaturas en campos con gran demanda. Las instituciones del Sistema de College de la Florida tienen una política de puertas abiertas. Esto quiere decir que los estudiantes que han obtenido un diploma estándar de la escuela secundaria, han obtenido un diploma de GED o han mostrado éxito en un cursado terciario serán admitidos a un programa de diplomado.</p> <p>http://www.fldoe.org/fcs</p>
Los Centros de Carreras y Carreras Técnicas
<p>La Florida también le ofrece a los estudiantes 46 centros de carreras y carreras técnicas acreditadas a través del estado que proporcionan la educación y certificación necesarias para trabajar en una carrera particular o campo técnico. Los programas son flexibles para los estudiantes y proporcionan educación industrial particular y entrenamiento para una gran variedad de ocupaciones.</p> <p>http://www.fldoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf</p>

¿Dónde se encuentra información sobre la ayuda financiera?

El Office of Student Financial Assistance State Programs [Oficina de los Programas Estatales para la Ayuda Financiera estudiantil] administra una variedad de becas estatales educacionales para la educación terciaria.

<http://www.floridastudentfinancialaid.org/>

¹ Currículo Académico Exigente para Mejorar el Aprendizaje

² Certificado de Educación Avanzada Internacional

³ Bachillerato Internacional

Students Entering Grade Nine In 2013-2014 School Year

What Students and Parents Need to Know

What are the options to earn a 24-credit standard diploma?

4 Credits English Language Arts (ELA)
ELA 1, 2, 3, 4 ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement
4 Credits Mathematics
One of which must be Algebra 1 and one of which must be geometry <ul style="list-style-type: none"> Industry certification courses that lead to college credit may substitute for up to 2 mathematics credits
3 Credits Science
One of which must be Biology 1 and two of which must be in equally rigorous science courses <ul style="list-style-type: none"> 2 of the 3 required science credits must have a laboratory component Industry certification courses that lead to college credit may substitute for up to 1 science credit
3 Credits Social Studies
1 credit in world history, 1 credit in U.S. history, .5 credit in U.S. government and .5 credit in economics to include financial literacy
1 Credit Fine and Performing Arts, Speech and Debate or Practical Arts
Eligible courses are specified in the Florida Course Code Directory www.fldoe.org/articulation/CCD/default.asp
1 Credit Physical Education
To include the integration of health
8 Elective Credits
Note: 2 credits in the same world language are required for admission into state universities
1 Online Course

Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in less than eight semesters.

A student must successfully complete a

- 24-credit standard diploma,
- ACCEL option,
- AICE curriculum, or
- IB diploma curriculum.

Students must earn a 2.0 grade point average on a 4.0 scale and pass the required statewide assessments.

18-Credit Academically Challenging Curriculum to Enhance Learning (ACCEL)

- Physical education is not required
- 3 elective credits
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.4282(3)(a)-(e), Florida Statute [F.S.]).

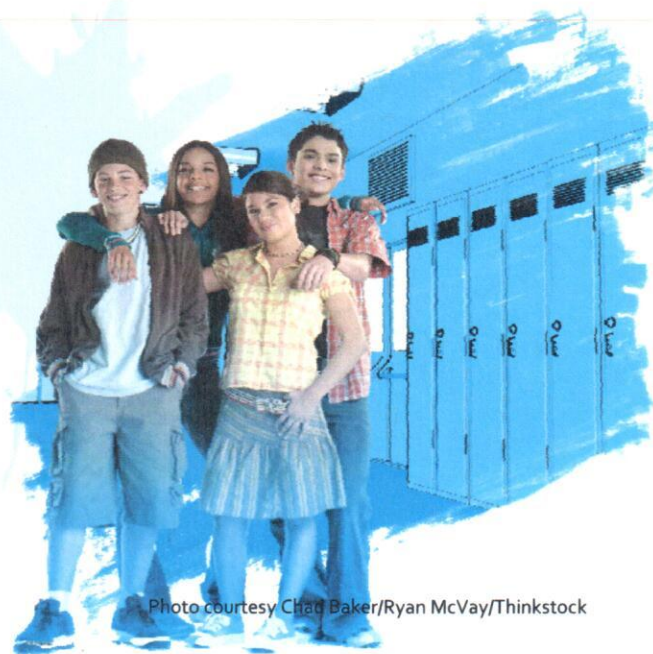


Photo courtesy Chad Baker/Ryan McVay/Thinkstock

What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include:

- Algebra 1
- Geometry
- U.S. History
- Biology 1

Diploma Designations

Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements a student must:

- Pass the ELA Grade 11 statewide assessment once implemented
- Earn 1 credit in Algebra 2 (must pass statewide assessment)
- Earn 1 credit in statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC
- Earn 1 credit in chemistry or physics
- Earn 1 credit in a course equally rigorous to chemistry or physics
- Pass the U.S. History EOC
- Earn 2 credits in the same world language
- Earn at least 1 credit in Advanced Placement (AP), IB, AICE or a dual enrollment course.

Merit Diploma Designation

In addition to meeting the standard high school diploma requirements a student must:

- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.).

Acceleration courses and advanced coursework options include dual enrollment and early admission, AICE Program, AP Program, IB Program and industry certification. For more information, visit www.fldoe.org/schools/SupportForNGHS.asp.

For more information on local public school district graduation programs, please contact the school counselor. The Florida Department of Education provides additional resources on the Graduation Requirements webpage at www.fldoe.org/bii/studentpro/grad-require.asp.

Postsecondary Options

State University System

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:

- High school graduation with a standard diploma
- Admission test scores
- 16 credits of college preparatory academic courses
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language)
- 2 approved electives

www.flbog.edu/forstudents/planning

The Florida College System

Includes 28 state colleges. These institutions offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.

www.fldoe.org/fcs

Financial Aid

The Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

www.floridastudentfinancialaid.org/

Bright Futures

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida.

www.floridastudentfinancialaid.org/SSFAD/bf/

Información Para los Estudiantes Inscritos en el Noveno Grado para el Año Escolar 2013- 2014

Lo Que los Estudiantes y Padres Necesitan Saber

¿Cuáles son las opciones para los diplomas?

Los estudiantes deben completar exitosamente una de las opciones para el diploma:

- Diploma estándar de 24 créditos
- Opción Academically Challenging Curriculum to Enhance Learning (ACCEL)¹
- Currículo de Advanced International Certificate of Education (AICE)²
- Currículo de International Baccalaureate (IB)³

¿Cuáles son los requisitos de evaluación del estado?

Los estudiantes deben aprobar las siguientes evaluaciones estatales:

- Grado 10 ELA (o calificación concordante de ACT/SAT)
- Álgebra I examen de fin de curso (EOC) o una calificación comparativa en el Examen de Preparación para la Educación Terciaria (P.E.R.T.)

Los estudiantes deben participar en las evaluaciones de EOC y los resultados constituyen 30% de la nota final del curso. Estas evaluaciones son para las siguientes asignaturas:

- Álgebra I
- Biología I
- Geometría
- Historia Estadounidense
- Álgebra II (si está matriculado)

¿Qué es el *credit acceleration program* [programa de créditos acelerados] (CAP)?

Este programa le permite al estudiante obtener crédito en la escuela secundaria si aprueba una evaluación de curso estatal sin matricularse en el curso. Los cursos incluyen las siguientes asignaturas:

- Álgebra I
- Geometría
- Historia Estadounidense
- Biología I
- Álgebra II

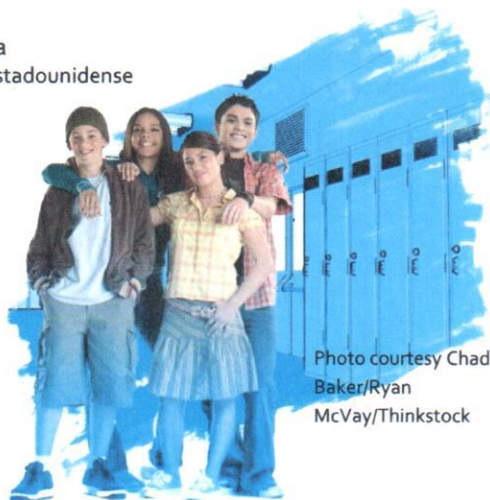


Photo courtesy Chad
Baker/Ryan
McVay/Thinkstock

¿Cuáles son los requisitos para la opción del diploma estándar?

4 Créditos de Artes del Lenguaje Inglés (ELA)
<ul style="list-style-type: none"> ▪ ELA I, II III, IV ▪ Este requisito también se puede cumplir con ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) y cursos de nivel universitario
4 Créditos de Matemáticas
<ul style="list-style-type: none"> ▪ Uno debe ser en Álgebra I y uno debe ser en Geometría ▪ Las certificaciones de industriales que conducen a créditos universitarios pueden reemplazar hasta dos créditos de matemáticas (excepto para Álgebra I y Geometría)
3 Créditos de Ciencias
<ul style="list-style-type: none"> ▪ Uno debe ser en Biología I, dos deben ser en cursos de ciencias que son igualmente rigurosos. ▪ Dos de los tres créditos requeridos deben tener un componente de laboratorio. ▪ Una certificación de industria que conduce a crédito universitario puede reemplazar hasta un crédito de ciencias (excepto el de Biología I) ▪ Un curso de informática identificado como riguroso junto con una certificación de industria relacionada puede reemplazar hasta un crédito de ciencias (excepto para Biología I)
3 Créditos Ciencias Sociales
1 crédito en Historia Mundial 1 crédito en Historia Estadounidense .5 crédito en Gobierno de los Estados Unidos .5 crédito en Economía con Conocimiento Financiero
1 Crédito en Artes Plásticas/Escénicas, Discurso y Debate, o Artes Practicas*
1 Crédito Educación Física*
Incluirá la integración de la salud
*Los cursos elegibles y sustituciones para los cursos elegibles son especificados en el Florida Course Code Directory [Directorio de los Códigos de Cursos de la Florida]: http://www.fldoe.org/articulation/CCD/default.asp .
8 Créditos Electivos
1 Curso en Línea

Los estudiantes deben tener una puntuación promedio de las notas (GPA) de 2.0 en una escala de 4.0.

¿Cuáles son los requisitos para la designación de diploma estándar?

Designación Diploma de Becado
<p>Además de cumplir con los requisitos del diploma estándar de la escuela secundaria de 24 créditos, un estudiante debe</p> <ul style="list-style-type: none"> ▪ Ganar un crédito en Álgebra II; ▪ Ganar un crédito en Estadísticas u otro curso igualmente riguroso de matemáticas; ▪ Aprobar el EOC de Biología I; ▪ Ganar un crédito en Química o Física; ▪ Ganar un crédito en un curso igualmente riguroso que un curso de Química o Física; ▪ Aprobar el EOC de la Historia Estadounidense; ▪ Ganar 2 créditos en el mismo idioma extranjero; y ▪ Ganar por lo menos un crédito en AP, IB, AICE, o cursos de nivel universitario. <p>Un estudiante será eximido/a de la evaluación de Biología I o Historia Estadounidense si el/la estudiante está matriculado/a en un curso de AP, IB, o AICE Biología I o Historia Estadounidense y el/la estudiante</p> <ul style="list-style-type: none"> ▪ Toma la evaluación respectiva de AP, IB, o AICE; ▪ Saca la calificación mínima para obtener crédito universitario.
Designación Diploma de Mérito
<ul style="list-style-type: none"> ▪ Cumplir con los requisitos del diploma estándar de la escuela secundaria ▪ Lograr una o más de una certificación de industria de la lista establecida (por s. 1003.492, F.S.)

¿Si un estudiante selecciona el programa de 24 créditos, se puede graduar temprano?

Sí, un estudiante que completa todos los requisitos del programa de 24 créditos para obtener un diploma estándar se puede graduar en menos de ocho semestres.

¿Cuál es la distinción entre la opción ACCEL de 18 créditos y la opción de 24 créditos?

- 3 créditos electivos en vez de 8
- La Educación Física no es un requisito
- Tomar un curso en línea no es un requisito

Todos los otros requisitos para un diploma estándar de 24 créditos deben ser cumplidos (por sección 1003.4282(10)(d)1.-5., Estatutos de la Florida [F.S.]).

¿Dónde se puede encontrar información sobre las becas de Bright Futures?

El Programa Becario de Florida Bright Futures premia a los estudiantes por sus logros académicos durante la escuela secundaria proporcionándoles fondos para matricularse en una institución de educación terciaria en la Florida. Para obtener más información, visite:

<http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

¿Cuáles son las opciones para las instituciones terciarias públicas?

El Sistema Universitario Estatal
<p>La admisión a las universidades públicas de la Florida es competitiva. Los estudiantes potenciales deben completar un currículo riguroso en la escuela secundaria y solicitar a más de una universidad para aumentar su probabilidad de aceptación. Para cumplir los requisitos de entrada para una de las universidades públicas de la Florida, un estudiante que está en proceso de entrar en la universidad por primera vez debe cumplir con los siguientes mínimos requisitos:</p> <ul style="list-style-type: none"> ▪ Graduación de la escuela secundaria con un diploma estándar ▪ Resultados de prueba para la admisión ▪ 16 créditos de cursos académicos preparatorios para la universidad ▪ 4 Inglés (3 con redacción extensa) ▪ 4 Matemáticas (Nivel Álgebra I y más avanzado) ▪ 3 Ciencias Naturales (2 con laboratorio extensos) ▪ 3 Ciencias Sociales ▪ 2 Idioma Extranjero (secuencial, en el mismo idioma) ▪ 2 electivos aprobados <p>http://www.flbog.edu/forstudents/planning</p>
El Sistema de College de la Florida
<p>Incluye 28 colleges estatales. Estas instituciones ofrecen certificados relacionados con una carrera específica y diplomas que le preparan a los estudiantes a transferir a un programa de licenciatura u obtener un trabajo que requiere habilidades específicas. Muchos también ofrecen licenciaturas en campos con gran demanda. Las instituciones del Sistema de College de la Florida tienen una política de puertas abiertas. Esto quiere decir que los estudiantes que han obtenido un diploma estándar de la escuela secundaria, han obtenido un diploma de GED o han mostrado éxito en un cursado terciario serán admitidos a un programa de diplomado.</p> <p>http://www.fldoe.org/fcs</p>
Los Centros de Carreras y Carreras Técnicas
<p>La Florida también le ofrece a los estudiantes 46 centros de carreras y carreras técnicas acreditadas a través del estado que proporcionan la educación y certificación necesarias para trabajar en una carrera particular o campo técnico. Los programas son flexibles para los estudiantes y proporcionan educación industrial particular y entrenamiento para una gran variedad de ocupaciones.</p> <p>http://www.fldoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf</p>

¿Dónde se encuentra información sobre la ayuda financiera?

El Office of Student Financial Assistance State Programs [Oficina de los Programas Estatales para la Ayuda Financiera estudiantil] administra una variedad de becas estatales educacionales para la educación terciaria.

<http://www.floridastudentfinancialaid.org/>

¹ Currículo Académico Exigente para Mejorar el Aprendizaje
² Certificado de Educación Avanzada Internacional
³ Bachillerato Internacional

Students Entering Grade Nine in the 2014-2015 School Year

What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the EOC assessments and the results constitute 30 percent of the final course grade. These assessments are in the following subjects:

- Algebra I
- Biology I
- Geometry
- U.S. History
- Algebra II (if enrolled)

What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Geometry
- U.S. History
- Biology I
- Algebra II



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McVay/Thinkstock

What are the requirements for the 24-credit standard diploma option?

4 Credits English Language Arts (ELA)
<ul style="list-style-type: none"> ▪ ELA I, II III, IV ▪ ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement
4 Credits Mathematics
<ul style="list-style-type: none"> ▪ One of which must be Algebra I and one of which must be Geometry ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)
3 Credits Science
<ul style="list-style-type: none"> ▪ One of which must be Biology I, two of which must be equally rigorous science courses. ▪ Two of the three required credits must have a laboratory component. ▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I) ▪ An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)
3 Credits Social Studies
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*
1 Credit Physical Education*
To include the integration of health
*Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at http://www.fldoe.org/articulation/CCD/default.asp .
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.

What are the requirements for standard diploma designations?

Scholar Diploma Designation
<p>In addition to meeting the 24-credit standard high school diploma requirements, a student must</p> <ul style="list-style-type: none"> Pass the ELA Grade 11 statewide assessment; Earn 1 credit in Algebra II (must pass EOC); Pass the Geometry EOC; Earn 1 credit in Statistics or an equally rigorous mathematics course; Pass the Biology I EOC; Earn 1 credit in Chemistry or Physics; Earn 1 credit in a course equally rigorous to Chemistry or Physics; Pass the U.S. History EOC; Earn 2 credits in the same World Language; and Earn at least 1 credit in AP, IB, AICE or a dual enrollment course. <p>A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student</p> <ul style="list-style-type: none"> Takes the respective AP, IB or AICE assessment; and Earns the minimum score to earn college credit.
Merit Diploma Designation
<ul style="list-style-type: none"> Meet the standard high school diploma requirements Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

What is the distinction between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.4282(10)(d)1.-5., Florida Statutes [F.S.]).

Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, go to <http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

What are the public postsecondary options?

State University System
<p>Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:</p> <ul style="list-style-type: none"> High school graduation with a standard diploma Admission test scores 16 credits of college preparatory academic courses 4 English (3 with substantial writing) 4 Mathematics (Algebra I level and above) 3 Natural Science (2 with substantial lab) 3 Social Science 2 World Language (sequential, in the same language) 2 approved electives <p>http://www.flbog.edu/forstudents/planning</p>
The Florida College System
<p>Includes 28 state colleges. These institutions offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.</p> <p>http://www.fldoe.org/fcs</p>
Career and Technical Centers
<p>Florida also offers students 46 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p> <p>http://www.fldoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf</p>

Where is information on financial aid located?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships.

<http://www.floridastudentfinancialaid.org/>

Información Para los Estudiantes Inscritos en el Noveno Grado para el Año Escolar 2014- 2015

Lo Que los Estudiantes y Padres Necesitan Saber

¿Cuáles son las opciones para los diplomas?

Los estudiantes deben completar exitosamente una de las opciones para el diploma:

- Diploma estándar de 24 créditos
- Opción Academically Challenging Curriculum to Enhance Learning (ACCEL)¹
- Currículo de Advanced International Certificate of Education (AICE)²
- Currículo de International Baccalaureate (IB)³

¿Cuáles son los requisitos de evaluación del estado?

Los estudiantes deben aprobar las siguientes evaluaciones estatales:

- Grado 10 ELA (o calificación concordante de ACT/SAT)
- Álgebra I examen de fin de curso (EOC) o una calificación comparativa en el Examen de Preparación para la Educación Terciaria (P.E.R.T.)

Los estudiantes deben participar en las evaluaciones de EOC y los resultados constituyen 30% de la nota final del curso. Estas evaluaciones son para las siguientes asignaturas:

- Álgebra I
- Biología I
- Geometría
- Historia Estadounidense
- Álgebra II (si está matriculado)

¿Qué es el *credit acceleration program* [programa de créditos acelerados] (CAP)?

Este programa le permite al estudiante obtener crédito en la escuela secundaria si aprueba una evaluación de curso estatal sin matricularse en el curso. Los cursos incluyen las siguientes asignaturas:

- Álgebra I
- Geometría
- Historia Estadounidense
- Biología I
- Álgebra II



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¿Cuáles son los requisitos para la opción del diploma estándar?

4 Créditos de Artes del Lenguaje Inglés (ELA)
<ul style="list-style-type: none"> ▪ ELA I, II III, IV ▪ Este requisito también se puede cumplir con ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) y cursos de nivel universitario
4 Créditos de Matemáticas
<ul style="list-style-type: none"> ▪ Uno debe ser en Álgebra I y uno debe ser en Geometría ▪ Las certificaciones de industriales que conducen a créditos universitarios pueden reemplazar hasta dos créditos de matemáticas (excepto para Álgebra I y Geometría)
3 Créditos de Ciencias
<ul style="list-style-type: none"> ▪ Uno debe ser en Biología I, dos deben ser en cursos de ciencias que son igualmente rigurosos. ▪ Dos de los tres créditos requeridos deben tener un componente de laboratorio. ▪ Una certificación de industria que conduce a crédito universitario puede reemplazar hasta un crédito de ciencias (excepto el de Biología I) ▪ Un curso de informática identificado como riguroso junto con una certificación de industria relacionada puede reemplazar hasta un crédito de ciencias (excepto para Biología I)
3 Créditos Ciencias Sociales
1 crédito en Historia Mundial 1 crédito en Historia Estadounidense .5 crédito en Gobierno de los Estados Unidos .5 crédito en Economía con Conocimiento Financiero
1 Crédito en Artes Plásticas/Escénicas, Discurso y Debate, o Artes Practicas*
1 Crédito Educación Física*
Incluirá la integración de la salud
*Los cursos elegibles y sustituciones para los cursos elegibles son especificados en el Florida Course Code Directory [Directorio de los Códigos de Cursos de la Florida]: http://www.fldoe.org/articulation/CCD/default.asp .
8 Créditos Electivos
1 Curso en Línea

Los estudiantes deben tener una puntuación promedio de las notas (GPA) de 2.0 en una escala de 4.0.

¿Cuáles son los requisitos para la designación de diploma estándar?

Designación Diploma de Becado
<p>Además de cumplir con los requisitos del diploma estándar de la escuela secundaria de 24 créditos, un estudiante debe</p> <ul style="list-style-type: none"> Aprobar la evaluación estatal de ELA Grado 11; Ganar un crédito en Álgebra II (debe aprobar el EOC); Aprobar el EOC de Geometría; Ganar un crédito en Estadísticas u otro curso igualmente riguroso de matemáticas; Aprobar el EOC de Biología I; Ganar un crédito en Química o Física; Ganar un crédito en un curso igualmente riguroso que un curso de Química o Física; Aprobar el EOC de la Historia Estadounidense; Ganar 2 créditos en el mismo idioma extranjero; y Ganar por lo menos un crédito en AP, IB, AICE, o cursos de nivel universitario. <p>Un estudiante será eximido/a de la evaluación de Biología I o Historia Estadounidense si el/la estudiante está matriculado/a en un curso de AP, IB, o AICE Biología I o Historia Estadounidense y el/la estudiante</p> <ul style="list-style-type: none"> Toma la evaluación respectiva de AP, IB, o AICE; Saca la calificación mínima para obtener crédito universitario.
Designación Diploma de Mérito
<ul style="list-style-type: none"> Cumplir con los requisitos del diploma estándar de la escuela secundaria Lograr una o más de una certificación de industria de la lista establecida (por s. 1003.492, F.S.)

¿Si un estudiante selecciona el programa de 24 créditos, se puede graduar temprano?

Sí, un estudiante que completa todos los requisitos del programa de 24 créditos para obtener un diploma estándar se puede graduar en menos de ocho semestres.

¿Cuál es la distinción entre la opción ACCEL de 18 créditos y la opción de 24 créditos?

- 3 créditos electivos en vez de 8
- La Educación Física no es un requisito
- Tomar un curso en línea no es un requisito

Todos los otros requisitos para un diploma estándar de 24 créditos deben ser cumplidos (por sección 1003.4282(10)(d)1.-5., Estatutos de la Florida [F.S.]).

¿Dónde se puede encontrar información sobre las becas de Bright Futures?

El Programa Becario de Florida Bright Futures premia a los estudiantes por sus logros académicos durante la escuela secundaria proporcionándoles fondos para matricularse en una institución de educación terciaria en la Florida. Para obtener más información, visite:

<http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

¿Cuáles son las opciones para las instituciones terciarias públicas?

El Sistema Universitario Estatal
<p>La admisión a las universidades públicas de la Florida es competitiva. Los estudiantes potenciales deben completar un currículo riguroso en la escuela secundaria y solicitar a más de una universidad para aumentar su probabilidad de aceptación. Para cumplir los requisitos de entrada para una de las universidades públicas de la Florida, un estudiante que está en proceso de entrar en la universidad por primera vez debe cumplir con los siguientes mínimos requisitos:</p> <ul style="list-style-type: none"> Graduación de la escuela secundaria con un diploma estándar Resultados de prueba para la admisión 16 créditos de cursos académicos preparatorios para la universidad 4 Inglés (3 con redacción extensa) 4 Matemáticas (Nivel Álgebra I y más avanzado) 3 Ciencias Naturales (2 con laboratorio extensos) 3 Ciencias Sociales 2 Idioma Extranjero (secuencial, en el mismo idioma) 2 electivos aprobados <p>http://www.flbog.edu/forstudents/planning</p>
El Sistema de College de la Florida
<p>Incluye 28 colleges estatales. Estas instituciones ofrecen certificados relacionados con una carrera específica y diplomas que le preparan a los estudiantes a transferir a un programa de licenciatura u obtener un trabajo que requiere habilidades específicas. Muchos también ofrecen licenciaturas en campos con gran demanda. Las instituciones del Sistema de College de la Florida tienen una política de puertas abiertas. Esto quiere decir que los estudiantes que han obtenido un diploma estándar de la escuela secundaria, han obtenido un diploma de GED o han mostrado éxito en un cursado terciario serán admitidos a un programa de diplomado.</p> <p>http://www.fldoe.org/fcs</p>
Los Centros de Carreras y Carreras Técnicas
<p>La Florida también le ofrece a los estudiantes 46 centros de carreras y carreras técnicas acreditadas a través del estado que proporcionan la educación y certificación necesarias para trabajar en una carrera particular o campo técnico. Los programas son flexibles para los estudiantes y proporcionan educación industrial particular y entrenamiento para una gran variedad de ocupaciones.</p> <p>http://www.fldoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf</p>

¿Dónde se encuentra información sobre la ayuda financiera?

El Office of Student Financial Assistance State Programs [Oficina de los Programas Estatales para la Ayuda Financiera estudiantil] administra una variedad de becas estatales educacionales para la educación terciaria.

<http://www.floridastudentfinancialaid.org/>

- ¹ Currículo Académico Exigente para Mejorar el Aprendizaje
- ² Certificado de Educación Avanzada Internacional
- ³ Bachillerato Internacional

HIGH SCHOOL NCAA COURSES

Legal Disclaimer: The list of NCAA courses, and courses contained within, are maintained as a guide for prospective student-athletes seeking NCAA initial-eligibility. The list of approved courses does not, nor is intended to, signify accreditation, certification, approval or endorsement of any high school or specific courses by the NCAA or NCAA Eligibility Center and is subject to change at any time and without notice. For more information refer to the following website: <https://web1.ncaa.org/>.

NCAA APPROVED COURSES

ENGLISH

ENGLISH LANGUAGE/COMP/AP
ENGLISH LITERATURE/COMP/AP
ENGLISH I (9)
ENGLISH I/H (9)
ENGLISH II (10)
ENGLISH II/H (10)
ENGLISH III (11)
ENGLISH III/H (11)
ENGLISH IV (12)
ENGLISH IV FOR FLORIDA COLLEGE PREP
ENGLISH IV FOR FLORIDA COLLEGE PREP

SOCIAL SCIENCE

ADVANCED PLACEMENT UNITED STATES HISTORY
AFRICAN AMERICAN STUDIES
AMERICAN GOVERNMENT
AMERICAN HISTORY
AMERICAN HISTORY/AP
AMERICAN HISTORY/H
CIVICS
ECONOMICS
MULTICULTURAL STUDIES
PSYCHOLOGY/AP
WORLD CULTURAL/GEOGRAPHY
WORLD HISTORY
WORLD HISTORY/H

MATHEMATICS

ALGEBRA I
ALGEBRA I/H
ALGEBRA IA F/S (.5 UNITS MAX)
ALGEBRA IB F/S (.5 UNITS MAX)
ALGEBRA II
ALGEBRA II/H
ANALYTIC GEOMETRY
CALCULUS
CALCULUS AB/AP
GEOMETRY
MATH FOR COLLEGE READINESS
PRE-CALCULUS
PROB & STAT W/APP
TRIGONOMETRY

SCIENCE

BIOLOGY
BIOLOGY/AP
BIOLOGY/H
CHEMISTRY I
CHEMISTRY I/H
EARTH SPACE SCIENCE
ENVIRONMENTAL SCIENCE
ENVIRONMENTAL SCIENCE/AP
INTEGRATED SCIENCE
PHYSICAL SCIENCE
PHYSICAL SCIENCE/H
PHYSICS B/AP
PHYSICS I

ADDITIONAL COURSES

FRENCH I
FRENCH II
SPANISH FOR SPANISH SPEAKERS I
SPANISH FOR SPANISH SPEAKERS II
SPANISH I
SPANISH II
SPANISH LANG/AP



School: _____ Date: _____

Course Requested: _____

Please provide a brief rationale for offering the course:

Principal or Designee Signature

Date _____

For District Office Use Only

This request has been reviewed and is _____ approved _____ denied.

Deputy Superintendent Signature

Date _____

Please submit completed form to the Curriculum & Instruction Department.



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 11e

DATE OF SCHOOL BOARD MEETING: March 24, 2015

TITLE OF AGENDA ITEM: Teacher Evaluation Model 2014-2015

DIVISION: K-12 Education

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

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

Pursuant to Florida Statute 1012.34, Gadsden County Public School District has established procedures for evaluating the performance of duties and responsibilities of instructional personnel. The intention of these procedures is to comply with state law and to increase student learning growth by improving the quality of administrative and instructional practices.

FUND SOURCE:

AMOUNT: NA

PREPARED BY: Dionne Mathews-Nelloms 

POSITION: Supervisor of Curriculum & Instruction

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 _____

Gadsden County

2014-2015



Teacher Evaluation Model

2014-2015

Revised March 11, 2014

Revision addresses new statute for the calculation and appropriate use of Student Growth Measure/Value Added Model (VAM) as 50% of classroom teachers' overall evaluation rating. These changes are reflected in Amendment B at the end of this document, which supersedes references to Student Growth Measure/Value Added Model as a component of the overall evaluation rating in the body of this document.

Gadsden County Teacher Evaluation Model

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Section I. System Components Referenced both by the RTTT Memorandum of Understanding (MOU) and Florida Statutes

CORE OF EFFECTIVE PRACTICE (1)

Pursuant to Florida Statute 1012.34, Gadsden County Public School District (GCPSD) has established procedures for evaluating the performance of duties and responsibilities of all instructional personnel. Procedures for evaluating the performance of duties and responsibilities of administrative and supervisory personnel will be developed during the subsequent year. The intention of these procedures is to increase student learning growth by improving the quality of instructional, administrative, and supervisory practices.

The core belief of GCPSD is that public education should provide well-rounded learning experiences that “build a brighter future” for all children. Hence, the rationale driving the Gadsden County Teacher Evaluation Model (GCTEM) is to shape, form, and improve teacher practices and to ensure that students are receiving high-quality instruction. It is the District’s vision that research-based processes for improving instructional practices, strategic planning, reflection on teaching and professionalism, will increase teacher instructional expertise from year to year. In turn, this will produce sustained gains in student learning.

Statutes and Policies Supporting the Evaluation Process

Gadsden County’s *Race to the Top* personnel evaluation component, as described in this document, is aligned to 2011 Senate Bill 736 (Appendix A) and Gadsden County Board policies (SB 6.40 and 6.41). Gadsden County Board policies are in turn informed by numerous other Florida Statutes (1001.43, 1008.36, 1012.22, 1012.27, 1012.34, F. S.). Senate Bill 736 requires districts to design evaluation systems to support effective instruction and student learning growth. According to the Senate Bill:

Gadsden County Teacher Evaluation Model

- Results of evaluation systems should be used to develop district and school level improvement plans and to identify professional development for instructional personnel and school administrators.
- Districts must develop a mechanism to examine performance data from multiple sources.
- Districts must identify teaching fields for which special evaluation procedures/ criteria are necessary.
- Instructional staff employed for more than one year must be evaluated annually. And
- First-year teachers must be evaluated at least twice in the first year of employment.

Senate Bill 736 also allows for each district to establish a peer assistance process, as part of the evaluation system or for employee assistance. It allows evaluations to be amended if assessment data are available within 90 days of the close of the school year. And, SB 736 requires districts to report evaluation results to the state department, to review the system annually for compliance, and to develop processes for monitoring and evaluating the effective and consistent use of the evaluation criteria, which are also specified.

Senate Bill 736 requires the following evaluation criteria:

- 1) performance of students,
- 2) instructional practice and instructional leadership, and
- 3) professional and job responsibilities.

It also mandates that at least 50% of evaluations must be based on student learning growth assessed annually and measured by statewide assessments or district-developed assessments (F.S.1008.22(8)).

See Appendix A for more detail.

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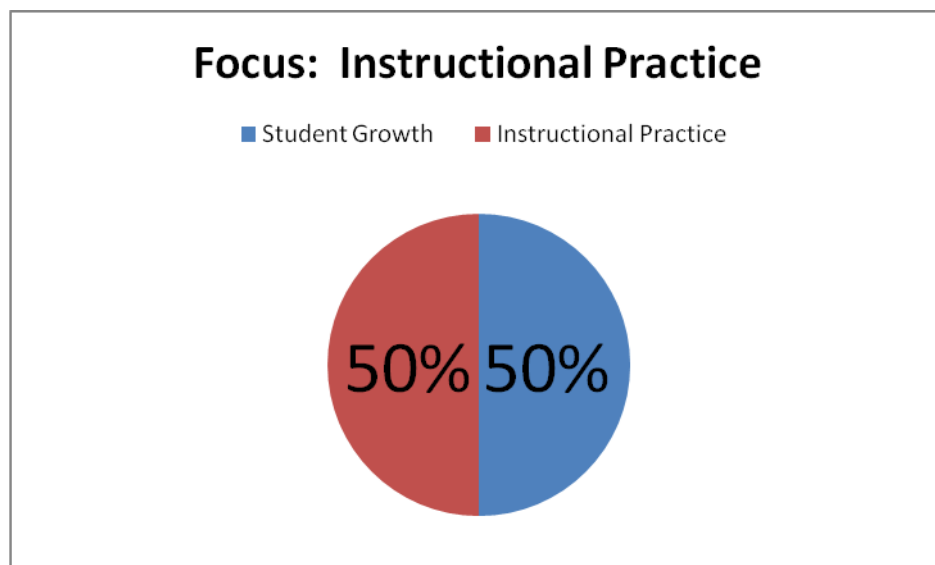
Gadsden County School Board Policies 6.40 and 6.41 outline procedures for the Assessment of Employees (BP6.40) and Instructional Employee Performance Criteria (BP6.41). In summary, these policies state that the Superintendent shall develop or select a personnel performance assessment system for all staff and that he or his designee shall develop and present, for School Board approval, instructional employee performance criteria and/or measures. Such performance criteria and/or measures shall be consistent with statutory requirements, but may include additional elements as deemed appropriate (Appendix B). Gadsden's Board policies are consistent with state statutes and will be revised as relevant subsequent Florida Statutes are developed and/or revised. Florida Statutes informing the Board Policies regarding evaluation and employee performance criteria include F.S. 1001.41, 1008.36, 1012.22, 1012.23, 1012.27, and 1012.34.

The GCTEM proposed in this document is fully consistent with all of these governing documents.

Principles of the Evaluation Process

The purposes of teacher evaluation are both formative and summative. Formative evaluations shape, form or improve teacher practice. Summative evaluations take the form of an annual evaluation (final judgment) and are used for quality assurance. An observation may include analysis of student work, logs, etc., and a judgment is based on a preponderance of evidence because we want the decision to be robust.

The focus of the GCTEM is on student outcomes and instructional practice. Student outcomes will be measured by assessment data, while instructional practice will be measured using a slightly modified version of Florida's Model (based on Marzano's Teacher Evaluation Model, otherwise known as the Art of Science of Teaching Evaluation Framework). Fifty percent 50% will be based on student growth and fifty percent 50% will be attributed to instructional practice.



Gadsden will use principles of Dr. Robert Marzano’s Teacher Evaluation Model as the basis for evaluating instructional personnel’s instructional practices. In compliance with SBE Rule 6A.5.065, F.A.C., Florida Educator Accomplished Practices (FEAP) as revised in December 2010 form the foundation for school districts’ instructional personnel appraisal systems (Appendix C). The Marzano Teacher Evaluation Model (MTEM) was selected as a model for GCTEM because MTEM:

- Is aligned to FEAP;
- Is based upon sound educational principles and contemporary research in effective educational practice; and
- provides a means for self-assessment and reflection.

MTEM provides a transparent method for making decisions, a foundation for professional conversation, and a coherent means to provide formative and summative feedback. MTEM was also selected as a model for Gadsden County because its comprehensive set of practices is directly related to increased student learning gains.

Gadsden County Teacher Evaluation Model

The core effective practices used for the Gadsden County Teacher Evaluation Model (GCTEM) will be the Florida Educator Accomplished Practices (revised in December 2010). The specific components of FEAP include: (a) quality of instruction, (b) the learning environment, (c) assessment, (d) communication, and (f) professional responsibility and ethical conduct. These practices were developed in collaboration with education stakeholders and have been strongly linked to increased student achievement.

Connection to Florida Educator Accomplished Practices (2010)

The goal of GCTEM is to improve student academic performance by identifying specific strategies and practices that are aligned to the Florida Educator Accomplished Practices (FEAP), and by rewarding teachers both for using these practices and for successfully raising student achievement. The operating premise is that all teachers can increase their expertise from year to year, thereby producing cumulative gains in student achievement from year to year. The operating strategy is a rigorous, transparent, and fair evaluation system that differentiates effectiveness with data on student growth and includes timely constructive feedback. Each domain of the Marzano Teacher Evaluation Model has been arrayed in a crosswalk format for each Florida Educator Accomplished Practice (www.marzanoevaluation.com/files/FEAPs_Crosswalk_Marzano.pdf), ensuring the appropriateness of the Marzano model for measuring FEAP. Table 2 aligns the 6 key areas of FEAP with the 4 Marzano domains and emphasis.

Connection to Florida Continuous Improvement Model (FCIM)

Enhancing student achievement is the ultimate goal of both the Marzano model and the Florida Continuous Improvement Model (FCIM). Both frameworks allow for constant engagement in perfecting the instructional craft of teachers. The following chart illustrates the close alignment between the two models.

Gadsden County Teacher Evaluation Model

Table 1. Alignment of Florida's Continuous Improvement Model with Marzano's Teacher Evaluation Model

Florida's Continuous Improvement Model	Marzano's Teacher Evaluation Model
Cycle 1: PLAN. Data disaggregation and calendar development	Domain 2: Planning and preparing
Cycle 2: DO. Direct instructional focus	Domain 1: Classroom Strategies and behaviors
Cycle 3. ACT. Tutorials and enrichment	(Measured by Student Outcomes)
Cycle 4. CHECK. Assessment, maintenance and monitoring	Domain 3: Reflecting to teaching and Domain 4: Collegiality and professionalism

Both models are continuous and ongoing.

Research Based and Validation Studies on the Marzano Teacher Evaluation Model (2001)

MTEM is based on a number of scholarly works, including: *What Works in Schools* (Marzano, 2003); *Classroom Instruction that Works* (Marzano, Pickering, & Pollock, 2001); *Classroom Management that Works* (Marzano, Pickering, & Marzano, 2003); *Classroom Assessment and Grading that Work* (Marzano, 2006); *The Art and Science of Teaching* (Marzano, 2007); and *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano, Frontier, & Livingston, 2011). Each of these works was generated from a synthesis of research and theory; therefore, the model can be considered an aggregation of the research on those elements that have traditionally been shown to correlate with student academic achievement.

In addition, experimental/control studies have been conducted that establish more direct causal linkages with enhanced student achievement than can be made with other types of data analysis. Correlation studies (the more typical approach to examining the viability of a model) have also been conducted indicating positive correlations between the elements of the model and student mathematics and reading achievement. Finally, the model has been studied as to its effects on the

Gadsden County Teacher Evaluation Model

use of technology (i.e., interactive whiteboards) and found it to be highly correlated with the effectiveness of that technology (Research Base and Validation Studies on the Marzano Evaluation Model, April 2011).

Observation Instrument(s) with Indicators of Effective Practice

MTEM with its 4 domains: Classroom Strategies and Behaviors, Planning and Preparing, Reflecting on Teaching, and Collegiality/Professionalism, is currently being recommended by the Florida Department of Education (FLDOE) as a teacher evaluation model that districts can use or adapt (Research Base and Validation Studies on the Marzano Evaluation Model, April 2011). The Marzano Teacher Evaluation Model four domains each has a different emphasis and contains a different number of measurable elements, as illustrated by the following table. These may also be aligned to the 6 FEAP key areas and both are the crux of the GCTEM that all evaluators will be trained to use.

Table 2. Marzano Teacher Evaluation Model Domains, Emphases, and Elements

FEAP Alignment	Marzano Domain	Emphasis	Number of Elements
Learning Environment (2) Instructional Delivery and Facilitation (3) Assessment (4)	1. Classroom Strategies and Behaviors	Focus on knowledge and application of the common language of instruction and include three areas: (1) Routine segments, (2) Content segments, and (3) Enacted on the spot.	41
Instructional Design and Lesson Planning (1)	2. Planning and Preparing	Emphasizes planning and preparing for units of instruction and lesson within units. There are three sections: (1) Planning and preparation for lessons and units, (2) Planning and preparing for use of materials or technology, and (3) Planning and preparing to meet the special needs of students.	8
Assessment (4)	3. Reflecting on Teaching	Targets the teacher's ability and willingness to self-assess and plan for growth by: (1) Evaluating personal performance, and (2) Developing and implementing a professional growth plan.	5
Continuous Professional Improvement (5) Professionalism and Ethical Conduct (6)	4. Collegiality and Professionalism	Targets promoting a positive learning environment, open communication, and district development through three elements: (1) Promoting a positive environment (2) Promoting exchange of ideas, and (3) Promoting school and district development	6
			Total = 60

Gadsden County Teacher Evaluation Model

While the Marzano model provides a new perspective on teacher supervision and evaluation, it is the continuation and expansion of Dr. Marzano’s research across four decades that underlies the four domains that develop teacher expertise. The domains build on each other, with direct links to create a causal chain that results in increased learning and performance of all students.

Scales are used to specify varying levels of performance within each domain (see Table 3).

Scales represent the continuum of teaching behavior and can be used to document growth over time as well as providing formative and summative feedback.

Table 3. Marzano’s Scales of Performance

Innovating (4)	Applying (3)	Developing (2)	Beginning(1)	Not Using (0)
The teacher is a recognized leader in helping others with this activity.	Within lessons the teacher organizes content in such a way that each new piece clearly builds on the previous piece.	The teacher scaffolds the information but the relationship between the evidences is not made clear.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

The evaluation process begins with “sources of evidence” (Tables 4-9).

Sources of Evidence

Table 4. Domain 1 Sources of Evidence

Domain 1: Classroom Strategies & Behaviors
<ul style="list-style-type: none">• Formal Observation(s)—pre/post• Informal, Announced Observation• Informal Unannounced Observation• Walkthroughs• Video of Classroom Practice• Artifacts

Table 5. Domain 2 Sources of Evidence

Domain 2: Planning and Preparing
<ul style="list-style-type: none">• Planning Conference or Pre-conference• Artifacts-lessons plans, organizers, etc

Table 6. Domain 3 Sources of Evidence

Domain 3: Reflecting on Teaching
<ul style="list-style-type: none">• Self-assessment• Reflection conference• Conferences• Discussions• Artifacts

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Table 7. Domain 4 Sources of Evidence

Domain 4: Collegiality & Professionalism
<ul style="list-style-type: none"> • Conferences • Discussions • Artifacts • Lesson Study Agenda • Professional Development Plan • Participation in District and School Meetings • Parent and Student Surveys

Table 8. Observation and Survey Instruments

Observation Instruments	Location in Document
Domain 1: Overall Classroom Strategies and Behavior From	Appendix D
Domain 2: Planning Conference Structured Interview Lesson Segments Involving Routine Events	Appendix E
Domain 2: Planning Conference Structured Interview Lesson Segments Addressing Content	Appendix F
Domain 2: Planning Conference Structured Interview Enacting on the Spot	Appendix G
Domain 3: Planning Conference Structured Interview Reflecting on Teaching	Appendix H
Domain 4: Planning Conference Structured Interview Collegiality and Professionalism	Appendix I
Climate Survey for Parents/Guardians	Appendix J
Climate Survey for Students (grades K-5)	Appendix K
Climate Survey for Students (grades 6-12)	Appendix L

Table 9. Evaluation Instruments

Evaluation Instruments	Location in Document
Gadsden County Annual Evaluation Report for Category I Teachers: 1-3 Years of Service---Instructional Practice Score	Appendix M
Gadsden County Annual Evaluation Report for Category II Teachers: 4 or more Years of Service--- <i>Instructional Practice Score</i>	Appendix N

STUDENT GROWTH (2)

The second critical component of teacher accountability is the use of standardized assessment measures to determine if students are making at least one year of academic growth after one year of instruction (Table 10). To partially accomplish this goal the district administers the state-required assessment instruments at each grade level, which includes the FSA, FCAT, and Florida End-of- Course examinations. The district also utilizes the Florida Assessment of Instruction in Reading (FAIR) as a measure of reading growth. To be in full compliance with the requirements of RTTT by the year 2014, the district's goal is to implement student assessments that measure learning gains in the non-FSA/FCAT assessed areas and grade levels.

The GCTEM will utilize the state-adopted teacher-level student growth measure as the primary factor of teacher and principal evaluation systems. Out of the state's three options to determine the value added portion of a teacher's evaluation, Gadsden County chooses Option #3: the percentage of students meeting expectations. Calculating the percentage of students meeting expectations equates to evaluating "learning gains." Hence, the percentage of students meeting expectations will be based on the predicted score of each individual student against the actual student's test score. Like the final weighted average of the four domains of the instructional practice part, the percentage learning gains translate into a range of scores with pre-determined labels for corresponding levels of performance (Table 10).

Table 10: Value Added Student Growth Rubric

Performance Category	Highly Effective	Effective	Needs Improving/Developing	Unsatisfactory
Performance Scale	3.5-4.0	2.5-3.4	1.5-2.4	1.0-1.4
% Student Gains	76%-100%	50%-75%	26%-49%	0%-25%

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Table 11: Specific Performance Scale and Students' Gains Breakdown

Performance Scale	Percent of Students Making Gains
3.5-4.0	Highly Effective (76%-100%)
3.5	76%-79%
3.6	80%-83%
3.7	84%-87%
3.8	88%-93%
3.9	93%-96%
4.0	96%-100%
2.5-3.4	Effective (50%-75%)
2.5	50.0%-53%
2.6	53.5%-56%
2.7	56.5%-59%
2.8	59.5%-62%
2.9	62.5%-65%
3.0	65.5%-67%
3.1	67.5%-69.5%
3.2	70.0%-71%
3.3	71%-72.5%
3.4	72.5%-75%
1.5-2.4	Needs Improving/Developing (26%-49%)
1.5	26.0%-28%
1.6	28.5%-31%
1.7	31.5%-34%
1.8	34.5%-37%
1.9	37.5%-40.0%
2.0	40.5%-42.0%
2.1	42.5%-44.5%
2.2	45%-46.0%
2.3	46.5%-47.5%
2.4	48%-49%
1.0-1.4	Unsatisfactory (0%-25%)
1.0	0%-5%
1.1	6%-10%
1.2	11%-15%
1.3	16%-20%
1.4	21%-25%

Calculating the Final Score

To explain the how the final score is calculated, a 50% Instructional Status and a 50% Value Added scenario with the Instructional Status Score being equivalent to 3.4 and the Value Added Score being equivalent to 2.9 (63% of students making learning gains – see Table 11) provides a good example. Using this example, the steps for calculating the final score are listed below:

- (1) The instructional status score of 3.4 will be multiplied by (.50)= 50% of final score
- (2) $3.4 \times .5 = 1.7$ points)

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(3) The value added score of 2.9 will be multiplied by (.50)= 50% of final score

(4) $2.9 \times .5$ (1.45 points)

(5) The instructional status score and the valued added score will be added together for the final rating: $1.7 + 1.45 = 3.15$

(6) A score of 3.15 is equivalent to an overall evaluation rating of Effective.

The final score for this scenario is equal to 3.4 multiplied by .5 plus 2.9 multiplied by .5 for a sum of 3.15.

When utilizing the 60%-40% scenario, a teacher's final evaluation score will be calculated using the steps outlined below. Scenario—Instructional Status Score = 3.4 and the Value Added Score = 2.9 (which is equivalent to 63% learning gains—See Table 10).

(1) The instructional status score of 3.4 will be multiplied by (.60)= 60% of final score

(2) $3.4 \times .6 = (2.04 \text{ points})$

(3) The value added score of 2.9 will be multiplied by (.40)= 40% of final score

(4) $2.9 \times .4$ (1.16 points)

(5) The instructional status score and the valued added score will be added together for the final rating: $2.04 + 1.16 = 3.2$

(6) A score of 3.2 is equivalent to an overall evaluation rating of Effective.

The final score for this scenario is equal to 3.4 multiplied by .6 plus 2.9 multiplied by .4 for a sum of 3.2.

FSA & FCAT-Assessed Area Teachers. Fifty percent (50%) of the evaluation of teachers of FSA/FCAT- assessed areas will be based upon FSA/FCAT data and indicators of student learning growth as assessed by the statewide assessments in school year 2011-12 and school year 2012-13.

The list of student assessments for each subject and grade level for use in 2011-2012 is located below (Table 12 & 13).

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Non-FSA/FCAT-Assessed Area Teachers. Fifty percent (50%) of the evaluations of teachers of subjects and grade levels not measured by statewide assessments will be based on their students' reading gains for the 2011-2012 school year, as measured by FAIR. Only students who have participated in at least two FAIR assessments will be considered in this evaluation process. While the percentage of teachers' evaluations derived from student achievement will remain the same (50%) for school year 2012-2013, the measure used for teachers in grades 4-12 will change. During the 2012-2013 school year, non-FSA/FCAT-assessed area teacher evaluations will be based on their students' end-of-course performances as measured by Gadsden County-developed end-of-course assessments. Table 14 outlines the timeline for the development of Gadsden County End-of-Course assessments for non-FSA/FCAT assessed areas.

By 2014-15, the District will implement procedures to measure growth for subjects and grades not assessed by statewide assessments using formulas based on FLDOE models. If students do not take statewide assessments, growth will be measured by established learning targets that have been approved by the principal. Likewise, definitive decisions regarding the calculation of student growth for teachers teaching multiple FSA/FCAT assessed courses will be made after review of the state recommended model for growth and implemented no later than the 2014-15 school year.

Table 12. Student Assessments

Student Assessments
FSA/FCAT (Reading, Math, and Science)
Florida Writes
End of Course Exams
FAIR

Table 13. Student Assessments by Subject/Grade Level

Testing Instrument	KG	1	2	3	4	5	6	7	8	9	10	11	12
FSA Reading				X	X	X	X	X	X	X	X		
FSA Math				X	X	X	X	X	X	X	X		
FCAT Science						X			X			X	

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FAIR Florida Assessment in Reading		X	X	X	X	X	X	X	X	X	X	X	
FSA/FCAT End-Of-Course Assessment Timeline per FLDOE													
Algebra	2011												
Biology		2012											
Geometry		2012											
U.S. History			2013										
Civics				2014									

(See also Appendix O)

Table 14. Timeline for Development/Selection of Student Assessments

Timeline	2012-13	2013-14	2014-15 Full Implementation (Year II)
9-12	Non-FSA/FCAT assessed areas will field-test End-of-Course assessments.	Full implementation of non-FSA/FCAT assessed areas End-of-Course assessments.	Full implementation of non-FSA/FCAT assessed areas End-of-Course assessments.
6-8	Non-FSA/FCAT assessed areas will field-test End-of-Course assessments.	Full implementation of non-FSA/FCAT assessed areas End-of-Course assessments.	Full implementation of non-FSA/FCAT assessed areas End-of-Course assessments.
3-5	Non-FSA/FCAT assessed areas will field-test End-of-Course assessments.	Full implementation of non-FSA/FCAT assessed areas End-of-Course assessments.	Full implementation of non-FSA/FCAT assessed areas End-of-Course assessments.
K-2	Non-FSA/FCAT assessed areas will field-test End-of-Course assessments.	Full implementation of non-FSA/FCAT assessed areas End-of-Course assessments.	Full implementation of non-FSA/FCAT assessed areas End-of-Course assessments.

Table 15. Timeline for Developing Growth Measures/ Evaluation Incorporation

Timeline	2012-13	2013-14	2014-15 Full Implementation (Year II)
9-12	65% of students enrolled in a non-FSA/FCAT assessed course must demonstrate proficiency on the end-of-course assessment. 50% of teacher evaluation based on student performance.	65% of students enrolled in a non-FSA/FCAT assessed course must demonstrate proficiency on the end-of-course assessment. 50% of teacher evaluation based on student performance.	65% of students enrolled in a non-FSA/FCAT assessed course must demonstrate proficiency on the end-of-course assessment. 50% of teacher evaluation based on student performance.
6-8	65% of students enrolled in a non-FSA/FCAT assessed course must demonstrate proficiency on the end-of-course assessment. 50% of teacher evaluation based on student performance.	65% of students enrolled in a non-FSA/FCAT assessed course must demonstrate proficiency on the end-of-course assessment. 50% of teacher evaluation based on student performance.	65% of students enrolled in a non-FSA/FCAT assessed course must demonstrate proficiency on the end-of-course assessment. 50% of teacher evaluation based on student performance.

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3-5	65% of students enrolled in a non-FSA/FCAT assessed course must demonstrate proficiency on the end-of-course assessment. 50% of teacher evaluation based on student performance.	65% of students enrolled in a non-FSA/FCAT assessed course must demonstrate proficiency on the end-of-course assessment. 50% of teacher evaluation based on student performance.	65% of students enrolled in a non-FSA/FCAT assessed course must demonstrate proficiency on the end-of-course assessment. 50% of teacher evaluation based on student performance.
K-2	65% of K-2 students must demonstrate proficiency on district assessment tool for reading proficiency (FAIR). Student gains in reading will account for 50% of the evaluation of teachers.	65% of K-2 students must demonstrate proficiency on district assessment tool for reading proficiency (FAIR). Student gains in reading will account for 50% of the evaluation of teachers.	65% of K-2 students must demonstrate proficiency on district assessment tool for reading proficiency (FAIR). Student gains in reading will account for 50% of the evaluation of teachers.

EVALUATION RATING CRITERIA (3)

Gadsden County will use a modified version of the Instructional Practice Score rating scale developed by the FLDOE, which is based on the rating scale for Marzano's domain elements. The FLDOE scale is described in Table 16 (below).

Table 16. Instructional Practice Score (FLDOE Scale)

	4	3	2	1
Ratings used for each Domain Element	Highly Effective	Effective	Needs Improving/Developing	Unsatisfactory

Gadsden will utilize the State's four ratings, as well.

The Florida Model instructional practice score reflects teachers' performance across all elements within the framework (Domains 1-4), accounts weight to the domain with greatest impact on student achievement (Domain 1), and is capable of acknowledging teachers' focus on deliberate practice by measuring teacher improvement over time on specific elements within the framework (April, 2011, Handouts).

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The Florida instructional practice score will be comprised of two scores: a status score (score achieved at the time when an observation is made) and a deliberate practice score (score based on growth on specific strategies).

Calculating the Status Score

The Status Score aggregates teachers' ratings across all observed elements with the framework to result in a single score.

Step 1: Rate observed elements at each of the following levels: Highly Effective (4), Effective (3), Needs Improving/Developing (2), and Unsatisfactory (1)

Step 2: Count the number of ratings at each level for each of the four domains

Step 3: For each domain, determine the percentage of the total each level represents.

Step 4: For each domain, apply the results from Step 3 to the description for each level on the Proficiency Scale (based on teacher's experience level). This is a domain proficiency score and will be a number between 1 and 4.

Step 5: Compute the weighted average of the 4 domain proficiency scores and find the resulting number on the scale.

Proficiency Scale for Category I Teachers

- Category I Teachers: 1-3 years of service
- Percentages based on number of elements for which data is available
- Broader range by design-normal distribution (3.5-4.0=.5 range, 2.5-3.4 and 1.5-2.4=.9 range, and 1.0-1.4=.4 range) (Table 17-Category I Teachers & Table 18-Category II Teachers).

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Table 17. Proficiency Scale for Category I Teachers

	Highly Effective (4)	Effective (3)	Needs Improving/Developing (2)	Unsatisfactory (1)
D1: D2: D3: D4:	At least 65% at Level 4 and 0% at Level 1	At least 65% at Level 3 or higher	Less than 65% at Level 3 or higher and Less than 50% at Level 1	Greater than or equal to 50% at Level 1

Proficiency Scale for Category II Teachers

- Category II Teachers: 4 or more years of service
- Percentages based on number of elements for which data is available

Table 18. Proficiency Scale for Category II Teachers

	Highly Effective (4)	Effective (3)	Needs Improving/Developing (2)	Unsatisfactory (1)
D1: D2: D3: D4:	At least 75% at Level 4 and 0% at Level 1	At least 75% at Level 3 or higher	Less than 75% at Level 3 or higher and Less than 50% at Level 1	Greater than or equal to 50% at Level 1

Proficiency Scale for Struggling Teachers

- Struggling Teachers: teachers evidenced to be under performing by formal and/or informal observations
- Percentages based on number of elements for which data is available
- Broader range by design-normal distribution (3.5-4.0=.5 range, 2.5-3.4 and 1.5-2.4=.9 range, and 1.0-1.4=.4 range) (Table 19).

Table 19. Proficiency Scale for Struggling Teachers

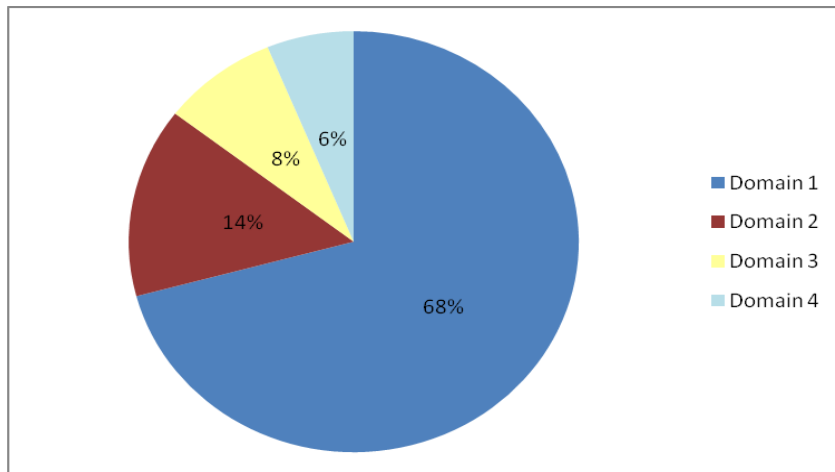
	Highly Effective (4)	Effective (3)	Needs Improving/Developing (2)	Unsatisfactory (1)
D1: D2: D3: D4:	At least 65% at Level 4 and 0% at Level 1	At least 65% at Level 3 or higher	Less than 65% at Level 3 or higher and Less than 50% at Level 1	Greater than or equal to 50% at Level 1

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Status Score Weighting System

Step 5: Using the four domain frequency scores, compute the weighted average to obtain the Status Score.

- Using these scales, we can determine a numerical value that represents proficiency score for each domain
- Each domain will be weighted as follows:
 - Domain 1: 68%, 41 Elements
 - Domain 2: 14%, 8 Elements
 - Domain 3: 8%, 5 Elements
 - Domain 4: 10%, 6 Elements



Step 5: Compute the weighted average of the 4 domain proficiency scores and find the resulting number on the scale (Table 20).

Table 20. Instructional Practice Score (Gadsden County)

Highly Effective	Effective	Needs Improving/Developing	Unsatisfactory
3.5-4.0	2.5-3.4	1.5-2.4	1.0-1.4

The final weighted average of the four domains translates into a range of scores with pre-determined labels for corresponding levels of performance:

3.5-4.0 = Highly Effective

1.5-2.5 = Needs Improving/Developing

2.5-3.4 = Effective

1.0-1.4 = Unsatisfactory

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Section II. System Components Reference only by the MOU

TEACHER AND PRINCIPAL INVOLVEMENT (4)

In January 2011 both the Gadsden County K-12 Director and a teacher representative of the Gadsden County Classroom Teacher Association (GCCTA) attended the *Teacher Evaluation Performance Pay Change Management* conference in Tampa. Each collected information to bring back to the district for discussion and development of the Gadsden County Teacher Evaluation Model. Discussions of and training for the Race to the Top teacher evaluation component have been consistent throughout the spring of 2011. The committee includes administrators (district and school site) and teachers who have met to discuss various components of the teacher evaluation process. On May 24, 2011, the *Gadsden County Classroom Teachers Association* and the District documented in a *Letter of Understanding* respective commitments to implanting the GCPS Teacher Evaluation Model (Appendix G).

After seeing both the Danielson and Marzano models for teacher evaluation, GCPS adopted a modified version on the Marzano model. District representatives learned more about Marzano Art and Science of Teaching Teacher Evaluation Model through trainings provided by Learning Sciences International presenters. A checklist provided by Learning Sciences International has been used to construct the Gadsden County Teacher Evaluation Manual and observation tools.

The discussions regarding the GCTEM are ongoing. The manual that is developed as a result of these discussions will be reviewed annually and revised according to education code, district policy, and GCCTA contract revisions. The review committee, like the initial planning/development committee will consist of teachers, principals, and other district administrators.

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MULTIPLE EVALUATIONS FOR FIRST YEAR TEACHERS (5)

First year teachers will receive three observations, two evaluations, five informal observations per year and a minimum of two walkthroughs per month. Review of student performance data will occur three times a year (Table 21).

Table 21. First Year Teachers Observation/Evaluation Schedule

Status	Formal Observations (Announced)	Informal Observations (Announced or Unannounced)* 20-30 minutes	Walkthroughs *Minimum* 5-7 minutes	Student Data Review
New Teachers	3 Observations 2 Evaluations	5 Informal Observations	Twice a Month	3 times a Year

During the first observation, beginning teachers will focus on three questions:

- (1) What will I do to establish learning goals, track student progress and celebrate learning?
- (6) What will I do to establish or maintain classroom routines and procedures?
- (5) What will I do to engage students?

During the second observation, beginning teachers will focus on three different questions:

- (1) What will I do to establish goals, track student progress and celebrate success?
- (9) What will I do to communicate high expectations?
- (7) What will I do to acknowledge adherence or lack of adherence to rules and procedures?

During the third observation, beginning teachers will focus on four new questions:

- (2) What will I do to help students interact with new knowledge?
- (8) What will I do to establish and maintain effective relationships?
- (3) What will I do to help students deepen and practice new knowledge?
- (4) What will I do to help students generate and test hypotheses about new knowledge?

(Table 22).

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Table 22. Classroom Observations and Student Data Reviews

Observation 1	Observation 2	Observation 3
DQ1: What will I do to establish learning goals, track student progress and celebrate learning?	DQ1: What will I do to establish goals, track student progress and celebrate success?	DQ2: What will I do to help students interact with new knowledge?
DQ6: What will I do to establish or maintain classroom routines and procedures?	DQ9: What will I do to communicate high expectations?	DQ8: What will I do to establish and maintain effective relationships?
DQ5: What will I do to engage students?	DQ7: What will I do to acknowledge adherence or lack of adherence to rules and procedures?	DQ3: What will I do to help students deepen and practice new knowledge?
		DQ4: What will I do to help students generate and test hypotheses about new knowledge?

Types of Student Performance Data

Student performance data includes but are not limited to end-of-unit exams, teacher-made mini-assessments, Performance Matters (item bank) created tests, district-mandated interim assessments, projects, book reports, iReady results, FSA/FCAT results (if applicable), end-of-course exam results (if applicable) and essays. Principals may use Performance Matters and the Student Information System (Skyward) to generate reports of student performance data reports. These reports, in turn, may be reviewed with teachers, as formative and summative student performance data documentation components of teacher evaluations.

Principals, assistant principals for curriculum, and instructional coaches may conduct data reviews of student performance. Principals, assistant principals for curriculum, and academic coaches may conduct classroom observations. Teachers receiving two consecutive years of effective performance ratings, on the third year, with the principal's approval may engage in the peer-evaluation process with another effective teacher. Teachers participating in a peer-observation must receive training on the observation process before beginning this process. The principal, however, is the only person that conducts the final evaluation rating for teachers (Table 23).

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Table 23. Personnel Responsible for Observations and Data Reviews

Personnel	Conduct Observations	Conduct Data Reviews	Conduct Final Rating
Principals	X	X	X
Assistant Principals	X	X	
Instructional Coaches	X	X	
Peer Observer	X	X	

Feedback Process for Newly Hired Teachers

Within ten (10) school days after each scheduled observation, the principal shall have a conference with the beginning teacher, at which time the teacher shall receive a copy of the completed assessment form. If it is determined that a teacher is not performing a skill-set effectively, the principal will assist the teacher in developing an improvement plan which will include outlining professional development, planning for a return observation, and documenting the teacher's progress after subsequent observations and during documentations for the two required evaluations of newly hired teachers. The use of Category I and Category II criteria differentiates evaluation criteria for newly hired teachers and teachers who have been employed for multiple years with the district. In essence, the observation instruments are the same but the evaluating formulas are different in that the percentage weights are different.

ADDITIONAL METRIC EVALUATION ELEMENT (6)

Domains 1, 2, 3, and 4 have assigned quantifying numbers to document the effectiveness of teachers in each domain. (See observation and documentation forms for each Domain, Appendices D through I). The quantifying numbers will be informed by evidence (metrics) presented during the pre-conference (e.g. lesson plan, organizers, handouts, etc.), during the actual observation (e.g. handouts, video tape, observer's documentation, etc.), during the post-conference (e.g. teacher self-assessment, sample student work, etc.), and other documentation of professionalism (e.g. meeting/conference attendance, parent/student surveys (Appendices J through L), individual

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professional development plans, lesson study/other meeting agendas/notes). For example, parent surveys, telephone conferences, and written correspondence may be used to inform ratings given under Domain 4 in the areas of (1) Promoting Positive Interactions about Students and Parents and (2) Adhering to District and School Rules and procedures. The points that teachers receive for Domain 4 and in fact, each Domain, will be placed in a weighted formula used to determine the overall rating of the teacher (e.g. highly effective, effective, moderately effective, and not effective). Gadsden County will use the Marzano scoring sheet with weighted formula (Appendices P and Q).

The additional metrics that are discussed above inherent in the instructional and professional practices expected of Gadsden County teachers and will apply to all instructional staff evaluations. Although the additional metrics that the district is currently using may be revised on an annual basis (e.g. parent, student, teacher surveys), it is not anticipated that the District will add new metrics, unless the addition is mandated by education code or Florida Department of Education (FLDOE).

MILESTONE CAREER EVENT(S) (7)

The Gadsden County Teacher Evaluation Model will serve as the basis for decisions regarding the following milestone career events: 1) Retention for Employment, 2) Movement on Salary Scale (to be negotiated), and 3) Change in Employment Category. Senate Bill 736 states that annual teachers (teachers hired on annual rather than on continuing contract) may be terminated any time during the school year and at the end of the school year, if the school principal determines that their overall evaluation is less than effective.

Professional and Continuing Contract teachers may be terminated if two or more of their evaluations in a three-year period are less than effective. Although the details of how teachers will move on the salary scale are subject to available funding and collective bargaining, annual teacher evaluations will inform this process. Teachers who have overall ratings of *Not Effective* will not be

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eligible for changes in employment categories that result in increases of salary and/or responsibilities. The specific details for how Gadsden County School District implements procedures for addressing milestone career events for instructional staff are subject to annual collective bargaining and will be addressed during the annual negotiations.

Section III. System Components Referenced by Florida Statutes ANNUAL EVALUATION PROCEDURES (8)

It is expected that all teachers will exhibit classroom strategies and behaviors that allow all students to be successful in school, as demonstrated by proficient or higher performance on the Florida Standards Assessment (FSA), Florida Comprehensive Assessment Test (FCAT) and other academic performance indicators. Teachers will plan and prepare lessons aligned to the applicable set of standards (Florida Standards or the Next Generation Sunshine State Standards). Teachers will evaluate the effectiveness of lessons delivered. Teachers will engage in levels of collegiality and professionalism that promote positive interactions with colleagues, parents and students; and result in on-going efforts to become informed regarding the most effective practices of teaching and learning.

Gadsden County has established the following categories of teachers, each of whom will receive different levels of observation and evaluation (please see Table 12):

Category I teachers are new teachers, teachers with one to three years of service within Gadsden County Schools, or teachers that are new to the district. Category I teachers will receive four formal observations, two evaluations, three informal observations per year and a minimum of two walkthroughs per month. Category I teachers will be observed four times a year. Category I teachers will be evaluated twice a year, once at the mid-year and once at the end of the year. Mid-year evaluations will consist of an evaluation of instructional practices, using the Instructional Practices Inventory. End-of-the-year evaluations will consist of both the Instructional Practices

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Inventory score and a student performance score based on the FSA, FCAT, end-of-course exam, or a district-developed end-of-course assessment.

If an Effective or higher evaluation is received the first year, Category I teachers who are new to the district but who have multiple years of teaching experience will be moved to Category II status at the start of their second year of instruction.

Category II teachers are defined as teachers with four or more years of service within Gadsden County Schools. Category II teachers will receive two observations, one evaluation, one informal observation per year and a minimum of one walkthrough per month. In parallel fashion to Category I teachers, Category II teachers are observed two times a year. Category II teachers will be evaluated once at the end of the school year. End-of-the-year evaluations will consist of both the Instructional Practices Inventory score and a student performance score based on the FSA, FCAT, an end-of-course exam, or a district-developed end of course assessment.

Struggling teachers are defined as teachers evidenced to be underperforming by formal and/or informal observations. Struggling teachers will receive four or more observations, two evaluations, five to nine informal observations per year and a minimum of two walkthroughs per month. Struggling teachers are observed four or more times a year: once in September, December, and March with the fourth assessment taking place in April. Struggling teachers will be evaluated twice a year, once at the mid-year and once at the end of the year. Mid-year evaluations will consist of an evaluation of instructional practices, using the Instructional Practices Inventory. End-of-the-year evaluations will consist of both the Instructional Practices Inventory score and a student performance score based on the FSA, FCAT, and end of course exam, or a district developed end of course assessment.

A teacher, over the course of two consecutive observations receiving feedback indicating that his/her overall performance is *Not Effective*, will be placed on a Performance Improvement Plan

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by the school principal. As outlined by the GCCTA agreement (Article VI), “teachers receiving an evaluation marking of unsatisfactory or needs improvement in a domain category of the performance appraisal, must have dated documentation attached to the performance appraisal by the evaluating administrator. This documentation shall note occurrences showing evidence of the teacher’s deficiency in that domain.”

Placement on a Performance Improvement Plan must be documented in writing and shared with the teacher during a formal conference where the teacher will be afforded the opportunity to have his/her union representation present should he/she desires to have them present. The role of the union representative is to ensure that the performance improvement process does not violate the bargaining member’s rights as outlined by the GCCTA agreement. The role of the principal is to coach the teacher or have his/her designee coach the teacher to mastery of the desired instructional/professional practice. The role of the teacher is to work with the principal or his/her designee to master the desired instructional/professional practice. Placement on a Performance Improvement Plan may include one or any combination of the following:

- Weekly, bi-weekly, or monthly formal observations, which include the mandatory pre/post conferences and for which the frequency is determined by the nature of the performance improvement need.
- Observation of peers exemplifying the desired instructional/professional practice.
- Mentoring by a peer exemplifying the desired instructional/professional practice.
- Professional development relevant to the desired instructional practice.

A teacher on a Professional Improvement Plan who receives two consecutive observations where the overall rating is *Effective* shall receive a formal evaluation by the principal and may be removed from *Not Effective* status. All documentation related to Professional Improvement Plans

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must be maintained in the teacher's site personnel file and accompany the annual evaluation to the district's personnel file.

Regardless of the category of the teacher, additional observations may occur, as needed, depending on the performance of the teacher. The role of the observer and teacher differ depending on the activity taking place. For example, during the pre-conference session of a formal observation, the observer supports and guides the teacher in planning and preparation. The teacher's role is to provide evidence regarding skills in planning and aligning their lessons to district standards and curricula. When the written feedback is given to the teacher, the observer's role is to provide objective, actionable and timely feedback. The teacher responsibility is to reflect upon, engage in dialogue with observer and to take appropriate action (Table 22). During the post-conference of a formal observation, the observer provides a climate and experience that enables the teacher and the observer to reflect upon the lesson and to determine next steps. The teacher's role during the post conference of a formal observation is to reflect upon the impact that the lesson had on student learning. When addressing Domain 4, the role of the teacher is to present evidence of his/her collegial and professional activities. The role of the observer would be to examine evidence presented and to evaluate the teacher's progression toward highly effective exemplars.

Table 24. Role of Observers and Teachers

Formal Observation	Observer	Teacher
Pre-Conference	To support and guide the teacher in planning and preparation	To provide evidence regarding their skills in planning and aligning their lessons to district standards and curricula
Post-Conference	To provide a climate and experience that enables the teacher and the observer to reflect upon the lesson and to determine next steps	To reflect upon the impact that the lesson had on student learning
Written Feedback	Provide objective, actionable and timely feedback according as described in the district procedures	To reflect upon, engage in dialogue with observer and to take appropriate action

Annual Evaluation Procedures

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Table 25. Gadsden County Observation Timeline

Month	Category I (New Teachers with 1-3 years of service teachers that are new to district)	Category II (4 or more years of service)	Struggling Teachers (Ineffective teachers needing assistance)
August			
September	Appendix D, E, H		Appendix D, E, H
October	Appendix D, F, H	Appendix D, E, H	
November			
December	Appendix D, G, H, I, M		Appendix D, F, H, M
January		D, F, H	
February	Appendix D, E, H		
March	Appendix D, F, H		Appendix D, G, H
April		Appendix D, G, H, I	Appendix I
May	Appendix D, G, H, I, M	Appendix N	Appendix M
June			

Table 26. Gadsden County Observation Schedule *

Status	Formal Observations (Announced)	Informal Observations (Announced or Unannounced)* 10 minutes	Walkthroughs Minimum 5-7 minutes
Category I New Teacher (1-3 years of service) or new to district*	4 Observations 2 Evaluations	3	2 X Month
Category II Teacher (4 or more years of service)	2 Observations 1 Evaluation	1	Monthly
Struggling Teacher	4 or more Observations 2 Evaluations	5-9	2 X month

*Revised May 1, 2012

There will be two types of formal observations: announced and unannounced.

Formal announced observations will last the duration of a specified class period. A pre- and post- conference is required, written feedback is provided to the teacher and the results will be used for the annual evaluation.

Formal unannounced observations generally last 15-30 minutes, no planning or reflection conference is needed, written feedback is provided to the teacher and the results are used for the annual evaluation.

There also will be two types of informal observations: announced and unannounced.

Informal announced observations last 10 minutes long and the teacher is informed of the observation. There may be written feedback and the results are used for the annual evaluation.

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Informal unannounced observations also last for at least 10 minutes. Unlike informal announced observations, during unannounced observations, the observer does not have to notify the teacher. Similar to announced informal observations, however, there may be written feedback and the results are used for the annual evaluation.

Like observations, walkthroughs also are both announced and unannounced. Both announced and unannounced walkthroughs usually last for 5-7 minutes. If during the course of a classroom walkthrough an administrator observes cause for concern, the administrator will remain in the classroom for a minimum of ten minutes and the walkthrough will become an informal observation, which may inform the overall evaluation process. Observations less than 10 minutes will not be used to inform the observation process. See Table 27.

Table 27. Procedures for Gadsden County Teacher Evaluation Framework

	Announced	Unannounced
Formal	<ul style="list-style-type: none">• Class period• Pre-Conference• Post-Conference• Results used for annual evaluation• Written feedback is provided to the teacher	<ul style="list-style-type: none">• 15-30 minutes• No planning or reflection conference is included• Results used for annual evaluation• Written feedback is provided to the teacher
Informal	<ul style="list-style-type: none">• At least 10 minutes long• Teacher is informed of the observation• The results used for the annual evaluation• May include written feedback	<ul style="list-style-type: none">• At least 10 minutes long• The observer does not inform the teacher• The results are used for the annual evaluation• May include a written feedback
Walkthroughs	<ul style="list-style-type: none">• Usually 5-7 minutes• Teacher is informed• Results may be used for the annual evaluation	<ul style="list-style-type: none">• Usually 5-7 minutes• Teacher is not informed• Results may be used for the annual evaluation

Classroom Walkthroughs

Classroom walkthrough forms will differ based on the contextual demands of each school site. Schools operating under the Florida Department of Education Differentiated Accountability Model may use the DA walkthrough tool. All other schools will use the Marzano adapted walkthrough instrument or the Florida Continuous Improvement Model walkthrough tool.

Teacher Self Ratings

A key component of improving teacher quality is reflecting on the teaching and learning that occurs in the classroom. Reflecting on teaching requires teachers to identify areas of pedagogical

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strength and weakness; evaluate the effectiveness of lessons; develop written growth and development plans; and monitor personal progress of improving instruction. This teacher self-assessment process may include video tapes of instruction, journaling, portfolio completion, and/or completing school-level reflection forms. The GCTEM Form E for Domain 3 (Appendix H) allows for documentation of teacher effectiveness in this area.

Evaluating Collegiality and Professionalism

Effective teachers are expected to promote positive interactions with their colleagues, parents and students. This requires a deliberate effort to collaborate with others to exchange ideas and strategies. It also requires that teachers show initiative to seek and give help and mentoring when appropriate. Effective teachers are required to adhere to district and school rules and to promote district and school initiatives. The GCTEM Form F for Domain 4 (Appendix I) allows for documentation of teacher effectiveness in this area.

Final Evaluation Process and Rating

Once all sources of evidence for each of the four domains have been examined to determine the teacher's instructional practice status and deliberate practice performance, the principal or designee will schedule a meeting with the teacher to discuss his/her instructional practices rating. After a review of the annual evaluation form is complete, both the evaluator and the teacher will sign the annual evaluation form.

SCHOOL IMPROVEMENT PLANS (9)

Key components of district and school improvement plans are 1) Student Achievement Data, 2) Highly Qualified Teachers and Administrators, 3) Professional Development, and 4) Parent Involvement. These elements of teacher and learning are also underlining premises of the Gadsden

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County Teacher Evaluation model. The intent of the evaluation models is to improve student achievement by improving the quality of teachers and administrators. The assumption is that continuous improvement of instructional practices through well-planned instruction, practice teaching, reflection, and professional development are strongly correlated to the acquisition of content knowledge and student performance on state and district assessments of learning. The adopted evaluation tools support district and school improvement efforts to recruit and retain highly qualified teachers; encourage professional growth; solicit parent involvement; and ultimately increase student achievement.

Observations and evaluations will be used to develop school and district improvement plans by providing firsthand feedback regarding teachers' strength and weakness as they relate to school and district improvement needs. Not only do school/district improvement plans require identification of strengths and areas of growth, improvement plan developers are also required to identify the relevant professional development that is needed. Teacher observations, evaluations, parent feedback, and individual improvement plans will help provide information regarding the types of professional development needed.

CONTINUOUS PROFESSIONAL IMPROVEMENT (10)

The information from the teacher evaluations will be returned to the teacher as feedback for individual continuous improvement verbally and in writing. Immediately after the evaluation (within 10 days), the administrator will share the results of the teacher's evaluation and recommend specific in-service training opportunities that will help enhance that teacher's performance. The teacher will also be encouraged to select areas of interests as well as areas of needs that will be placed in Individual Professional Development Plans (iPDP). It is expected that teachers use the PAEC (Panhandle Area Education Consortium) maintained Electronic Professional Development Program

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(ePDP) to develop individual professional development plans that are informed by student assessment data and instructional practices evaluation. These plans are developed by logging into the ePDP system within the first two weeks of school to develop or revise electronic professional development plans. Site principals or their designee provide feedback, approve and monitor the progress of these plans, as well as ensure that professional development results in instructional improvement. Although the initial plan is completed during the first few weeks of school, professional development plans are transitional and may be revised throughout the school year to reflect the on-going professional needs of the teacher.

Each school will be instructed to compile a list of professional development needs. The district will compile a comprehensive list of professional development needs from all schools within the district. The district will use evaluation results to schedule ongoing as well as future professional development opportunities. The timeline for improvements to the lifelong process will occur quarterly (in alignment with the district's professional development calendar/schedule).

TEACHING FIELDS REQUIRING SPECIAL PROCEDURES (11)

Instructional personnel with job classifications of classroom teacher but who are not assigned specifically to the classroom for grade level or content area instruction will require special evaluation procedures. Teaching fields requiring special procedures will be identified based on job titles/categories. The following job titles/categories are classified as classroom teachers but do not provide grade level or content area instruction: media specialist, guidance counselor, and academic coaches.

EVALUATOR TRAINING (12)

All district administrators will be trained to use the teacher evaluation model and tools during the Gadsden County Summer Leadership Workshop. In addition to the Summer Leadership

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Workshop training, two additional training days will occur during the summer to ensure that principals fully grasp the new evaluation process. In an effort to calibrate evaluations, opportunities will be provided for administrators to practice using the tool during scheduled elementary, middle, and high school learning walks from which data will only be used for training purposes.

Administrative team learning walks will also be used to identify which administrators are proficient using the evaluation tools and which need additional training. Post learning walk conferences will be used to facilitate calibrating discussions and provide concrete examples for evaluating participants. Assistant principals and academic coaches will be training using a similar training model. After the initial training, the evaluation model will be reviewed annually. Also, the supervising administrator of evaluating principals (K12 Director or Superintendent's designee) will create opportunities for refresher training for those principals struggling with proficient use of the GCTEM. Principals will be required to annually review the evaluation model with teachers and provide them with copies of the evaluation tools within the first two weeks of school.

Administrators hired after the Summer Leadership Workshop will be trained within 30 days of their date of hire. They will also be expected to participate in the administrative team walkthroughs. Administrators, who are identified as struggling with implementation of the evaluation process, will be trained and coached by a district administrator proficient in using the model. First year principals will also receive additional training on the evaluation process in the Level 2 Administrator Training Program. Time will be allotted during monthly District Leadership Team (DLT) and Principal meetings to address areas of the model that principals, as a group, are struggling with or frequently present a challenge for evaluators (e.g. calculating Status and Final scale scores).

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PROCESS OF INFORMING TEACHERS ABOUT THE EVALUATION PROCESS (13)

The District will provide copies of all assessment criteria and forms described in this document to all instructional personnel, in compliance with Article VI of the Gadsden County Classroom Teacher Association (GCCTA) Bargaining Agreement, which specifies “during pre-school planning, or within the first ten days of reporting to the work site for active employment, each teacher shall be given a copy of the assessment criteria and the forms to be used. This distribution shall be followed by an explanation and discussion of the assessment process. A copy of all current teacher assessment forms shall be available upon request and posted on the district’s website.”

The process for informing staff of evaluation procedures include but are not limited to covering all aspects of the Gadsden County Teacher Evaluation Model, conducting principal facilitated trainings at start of the school year, distributing multi-media, and posting the information on the district website. The District’s Human Resource office’s New Teacher Orientation and induction programs will also be used as a platform to inform teachers of the rules and procedures of the GCTEM.

Documentation of formal/informal observations and walkthroughs will remain in the site personnel file. The original copy of all evaluations will be forwarded to district personnel office no later than 30 days after the last instructional day of the school year. A copy of each teacher’s evaluations will remain in the site personnel file and a copy will be provided to the teacher.

PARENT INPUT (14)

Parent input will be collected from annual parent surveys, conferences, and feedback during parent involvement activities. This input is aligned to Domain 4: Collegiality and Professionalism and will indirectly inform the evaluation process. Refer to sections 5, 6 and 8 of this document.

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ANNUAL REVIEW BY THE DISTRICT (15)

The Gadsden County Teacher Evaluation Model will be reviewed annually by district administrators and GCCTA to determine the effectiveness of the model in supporting improvements in instruction and student learning. Any substantial revisions will be submitted to FLDOE and the Gadsden governing Board for approval for use during the subsequent school year. The GCTEM committee will examine, annually, the procedures for determining and adjusting the amount of growth needed for documenting gains for non FSA/FCAT grades and courses; determining growth for teachers who teach multiple grades or subjects; and determining salary scale advancements based on teacher performance.

PEER REVIEW OPTION (16)

The Gadsden County Teacher Evaluation Model does not include a peer review option. However, teachers who receive effective or higher evaluations for two consecutive years may elect to participate in peer observations with other effective or higher teachers. This process cannot occur without principal approval. Principals may also require teachers performing at moderately effective and not effective levels for specific domain skill sets to observe teachers who are consistently performing effective or higher with those skill sets.

EVALUATION BY SUPERVISOR (17)

As indicated in BP 6.40, the principal and/or administrator supervising personnel shall arrange for the assessment of all employees under his/her supervision as required by law. Restated, the principal is the supervisor for all school based employees and has the professional responsibility of completing all site level evaluations.

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INPUT INTO EVALUATION BY TRAINED PERSONNEL OTHER THAN THE SUPERVISOR (18)

As stated earlier, site employees who may give input into the evaluation process includes, the principal, subordinate administrators, academic coaches, and teacher peer. Input into the evaluation process is provided from observation documentation, parent meetings and conferences. Providing input is not equivalent to completing evaluations.

All individuals contributing input to the evaluation process will receive training on the Gadsden County Teacher Evaluation Model before participating in the process. See training schedule below.

Table 28: Training Schedule

Group	Training Schedule	Trainer
<i>Principals</i>	<ul style="list-style-type: none">• <i>Annual Summer Leadership</i>• <i>DLT Follow-up</i>• <i>Administrator Practice Walkthroughs</i>• <i>Level 2 Administrator Training</i>• <i>Independent Coaching by District Administrator</i>	<i>District Administrator</i> <ul style="list-style-type: none">• <i>K12 Director</i>• <i>HR Director</i>• <i>RTTT Coordinator</i>• <i>Proficient Principal</i>
<i>Assistant Principal</i>	<ul style="list-style-type: none">• <i>Annual Summer Leadership</i>• <i>Administrator Practice Walkthroughs</i>• <i>Level 2 Administrator Training</i>• <i>Pre-planning Week Training</i>• <i>Independent Coaching by Principal</i>	<i>District Administrator</i> <ul style="list-style-type: none">• <i>K12 Director</i>• <i>HR Director</i>• <i>RTTT Coordinator</i>• <i>Proficient Principal</i>
<i>Academic Coach</i>	<ul style="list-style-type: none">• <i>Monthly Coaches/Lead Teacher Meetings</i>• <i>Pre-planning Week Training</i>• <i>Independent Coaching by Principal</i>	<i>District Administrator</i> <i>Principal</i> <i>Assistant Principal</i>
<i>Teacher</i>	<ul style="list-style-type: none">• <i>Pre-planning Week Training</i>• <i>3rd Year Peer Observer Training</i>• <i>Independent Coaching by Principal</i>	<i>District Administrator</i> <i>Principal</i> <i>Assistant Principal</i>

AMENDING EVALUATIONS (19)

Principals will be required to submit, for review, completed teacher evaluations to the Human Resource office no later than 30 days after the last instructional day of the school year.

Only the supervising principal evaluator may amend a teacher's evaluation and referenced

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amendments may not occur 90 days after the initial evaluation has been submitted to the Human Resource department. However, teachers disagreeing with their evaluations will have ten days after their evaluation conference to submit written documentation of their disagreement and any relevant documentation, which must be attached to their evaluation and included with the copy forwarded to their district personnel file.

The personnel director must review all evaluation documentation to ensure completeness and compliance with the GCTEM. Teacher evaluations along with other tools will be used to plan district-wide trainings and professional development. They will also be used to inform the Superintendent's recommendations to the Board for re-employment.

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Glossary

Term	Description
Causal Model of Teacher Evaluation	Describes the link between classroom practices and behaviors that have a direct impact on student learning. In the Marzano Evaluation Framework, Domain 1 Classroom Strategies and Behaviors have the most direct link to student learning.
Common Language	A transparent way to talk about instruction that is shared by everyone. It is a well-articulated knowledge base that describes the complexity of teaching and describes key strategies revealed by the research to have a high probability of impacting student learning. It should also describe the instructional context for appropriate use of instructional strategies to have the highest probability for raising student learning. The common language represents what a school or district defines as effective instruction. A common language enables teachers to engage in decision making, professional conversations and deliberate practice aimed at improving student achievement. For administrators, a common language provides the means to offer focused formative and summative feedback. It supports administrators in making decisions regarding hiring and selection of teachers, the induction of new teachers, professional development, coaching and support for struggling teachers as well as opportunities to develop career ladders for teachers. A common language is a key improvement strategy that provides the context for aligning all instructional programs.
Contemporary Research	Recent research conducted within the last five to seven years.
Deliberate Practice	A mindset that requires teachers to precisely attend to what they are doing in the classroom on a daily basis to identify what is working and what isn't and to determine why students are learning or not. In deliberate practice teachers identify up to three thin slices of teaching to focus their efforts to improve. Deliberate practice requires establishing a baseline for performance in a focused area (thin slice) and engaging in focused practice, feedback and monitoring of progress within a time-bounded goal for improvement.
Design Questions	10 Questions teachers ask themselves when planning a lesson or unit of instruction.
Domain	A body of knowledge defined by research representing a particular aspect of teaching.
FEAPs	Florida Educator Accomplished Practices embody 3 essential principles: <ul style="list-style-type: none"> • The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement. • The effective educator demonstrates deep and comprehensive knowledge of the subject taught. • The effective educator exemplifies the standards of the profession. There are 6 accomplished practices: (1) Quality Instruction, (2) The Learning Environment, (3) Instructional Delivery and Facilitation, (4) Assessment, (5) Continuous Improvement, Responsibility and Ethics, (6) Professional responsibility and Ethical Conduct.
Focused Feedback	Feedback that is focused on specific classroom strategies and behaviors during a set time interval. The feedback is informative, constructive, objective and actionable. Feedback is generally provided by administrators, coaches, and peers.
Focused Practice	Practice that is focused on a limited number of strategies where corrections, modifications, and adaptations are made to improve student learning at an appropriate level of difficulty so that the teacher can experience success.
Formal Observation	The formal observation is the primary method for collecting evidence that will be used as a source of data for the summative evaluation and provides a rich source of feedback to teachers regarding their instructional practice and professional growth. It is not the summative evaluation. The formal observation consists of an observation for a full class period as deemed appropriate for various levels (early childhood, primary, intermediate, middle and secondary school). The formal observation includes a planning and reflection conference with the teacher. These conferences provide a rich opportunity for teachers to reflect upon their practice, engage in a collaborative decision making process and help administrators clarify expectations. Both the

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planning conference and the reflection conference should be scheduled at the same time that the observation is scheduled and should be conducted in a timely manner (1-5 days preceding and following the observation).

High Probability Strategies	Research can never identify the instructional strategies that work with every student in every class. The best research can tell us is which strategies have a good chance of working well. Teachers must determine which strategies to use with the right students at the right time. Research-based strategies have a higher probability of raising student learning when they are used at the appropriate level of implementation and within the appropriate instructional context.
Informal Observation	The informal observation can be announced or unannounced and may or may not include an observation of the full class period. There are no planning or reflection conferences. An informal announced may be schedule prior to the observation while an unannounced informal observation is not scheduled. These observations are useful for providing additional feedback to teachers, acknowledging professional growth and collecting additional evidence to further inform the annual evaluation process. While planning and reflection conferences are not required, observer should provide timely and actionable feedback to teachers regarding these observations.
Lesson Segment	Parts of a lesson that have unique goals and purposes for teachers and for students. Teachers engage in intentional and specific actions during these times. The Marzano Evaluation Framework consists of three major lesson segments: Lesson Segments Addressing Routine Events, Lesson Segments Addressing Content, and Lesson Segments Enacted on the Spot.
Planning (Pre) Conference	The planning or pre-conference provides an opportunity for the teacher and the administrator to talk about the lesson prior to the formal announced observation. During this time, the teacher and observer use the planning conference form as a means to discuss the lesson, engage in collaborative decision making, clarify expectations and identify areas where specific feedback will be provided.
Reflection (Post) Conference	The reflection or post-conference provides an opportunity for the teacher and the administrator to reflect about the lesson, clarify expectations and plan forward using the reflection (post) conference form as a guide for reflection and feedback.
Scales	Scales describe novice to expert performance (level of skills) for each of the 60 strategies included in the four domains of the Marzano Evaluation Framework. The scales provide a means for teachers to gauge their use of particular instructional strategies and for administrators to provide feedback to teachers regarding their use of specific classroom strategies. These are embedded within the observation protocol using the labels: Not Using, Beginning, Developing, Applying, and Innovating.
Student Evidence	Specific observable behaviors that students engage in response to the teacher's use of a particular instructional strategy.
Teacher Evidence	Specific observable behaviors that teachers engage in when using a particular instructional strategies.
Thin Slices of Behavior	Notable teaching moves that can be observed in a classroom.
Walkthroughs	As the informal observation, walkthrough can be announced or unannounced. Walkthroughs generally consist of very brief classroom observations of 3-10 minutes in length in which the observer gathers evidence regarding classroom instructional practices and behaviors on a regular basis. Timely and actionable feedback to teachers is also strongly recommended. Walkthroughs provide opportunities for individual feedback as well as trend and pattern data over time. Walkthroughs also inform professional development needs for individual and groups of teachers and provide a means to gauge the implementation of professional development against individual professional development plans and school improvement plans.

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Appendix A

THE FLORIDA SENATE 2011 SUMMARY OF LEGISLATION PASSED

Committee on Education Pre-k - 12

CS/CS/SB 736 — Educational Personnel

by Budget Committee; Education Pre-K-12 Committee; and Senators Wise, Lynn, Gaetz, and Hays

This bill (Chapter 2011-1, L.O.F.) revises the evaluation, compensation, and employment practices for classroom teachers, other instructional personnel, and school administrators to refocus the education system on what is best for students. The bill aligns with Florida's successful Race to the Top application to which 62 of the 67 school districts and 53 local unions have supported and agreed to implement.

Performance Evaluations

The current evaluation system for classroom teachers, other instructional personnel, and school administrators relies on a completely subjective review and does not sufficiently, if at all, take the performance of students into consideration in determining the effectiveness of instructional staff and school leaders. The bill revises the evaluation system to focus on student performance.

For instructional personnel who are not classroom teachers, a school district may include specific job-performance expectations related to student support and use growth data and other measurable student outcomes specific to the individual's assignment, as long as the growth accounts for at least 30 percent of the evaluation.

Performance of Students

The bill reinforces Race to the Top, which requires 50 percent of the evaluation for classroom teachers and other instructional personnel to be based on student performance for students assigned to them over a 3-year period. The bill specifies that 50 percent of a school administrator's evaluation is based upon the performance of the students assigned to the school over a 3-year period.

If less than 3 years of student growth data is available for an evaluation, the district must include the years for which data is available and may reduce the percentage of the evaluation based on student growth to not less than 40 percent for classroom teachers and school administrators and not less than 20 percent for other instructional personnel.

Learning Growth Model

The Commissioner of Education would establish a learning growth model for the Florida Comprehensive Assessment (FCAT) and other statewide assessments to measure the effectiveness of a classroom teacher or school administrator based on what a student learns. The model would use the student's prior performance, while considering factors that may be outside a teacher's control, such as a student's attendance, disability, or English language proficiency. However, the model may not take into consideration a student's gender, race, ethnicity, or socioeconomic status.

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School districts are required to measure student learning growth based on the performance of students on the state-required assessments for classroom teachers, other instructional personnel, and school administrator evaluations. School districts would be required to use the state's learning growth model for FSA/FCAT-related courses beginning in the 2011-2012 school year. School districts must use comparable measures of student growth for other grades and subjects with the department's assistance, if needed. Additionally, districts would be permitted to request alternatives to the growth measure if justified.

Evaluation Criteria

The remainder of a classroom teacher's evaluation is based on instructional practice and professional responsibilities. School districts may use peer review as part of the evaluation. The evaluation system must differentiate among four levels: highly effective; effective; needs improvement or, for instructional personnel in the first three years of employment who need improvement, developing; and unsatisfactory. The Commissioner of Education would be required to consult with instructional personnel, school administrators, education stakeholders, and experts in developing the performance levels for the evaluation system.

For instructional personnel who are not classroom teachers, the remainder of the evaluation would consist of instructional practice and professional responsibilities, and may include specific job expectations related to student support.

The remainder of a school administrator's evaluation would include the recruitment and retention of effective or highly effective teachers, improvement in the percentage of classroom teachers evaluated at the effective or highly effective level, other leadership practices that result in improved student outcomes, and professional responsibilities.

School districts, beginning with the 2014-2015 school year, must administer local assessments that are aligned to the standards and measure student mastery of the content. The school district can use statewide assessments, other standardized assessments, industry certification examinations, or district-developed or selected end-of-course assessments.

Until July 1, 2015, a district that has not implemented an assessment for a course or has not adopted a comparable measure of student growth may use two alternative growth measures to determine a classroom teacher's student performance: student growth on statewide assessments or measurable learning targets in the school improvement plan. Additionally, a district school superintendent may assign to an instructional team, the student learning growth of the team's students on statewide assessments.

The bill requires newly hired teachers to be evaluated at least twice in the first year of teaching.

Performance Pay

The current salary system is divorced from the effectiveness of the classroom teacher, other instructional personnel, or school administrators. Instead, salary decisions are made on the basis of longevity. The bill comports with Race to the Top by tying the most significant gains in salary to effectiveness demonstrated under the evaluation.

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Beginning with instructional personnel or school administrators hired on or after July 1, 2014, the evaluation will determine an individual's eligibility for a salary increase. The salaries of quality teachers, other instructional personnel, and school administrators would grow more quickly, while those of poor performing employees would not.

The new salary schedule would require a base salary schedule for classroom teachers, other instructional personnel, and school administrators with the following salary increases:

- An employee who is highly effective, as determined by his or her evaluation, would receive a salary increase that must be greater than the highest annual salary adjustment available to that individual through any other salary schedule adopted by the school district.
- An employee who is effective, as determined by his or her evaluation, would receive a salary increase between 50 and 75 percent of the annual salary increase provided to a highly effective employee.
- An employee under any other performance rating would not be eligible for a salary increase.

Current instructional personnel and school administrators could remain on their existing salary schedule, as long as they remain employed by the school district or have an authorized leave of absence. They may also opt to participate in the new performance salary schedule, but the option is irrevocable. Current instructional personnel who want to move to the new performance salary schedule would relinquish their professional service contract.

The bill is consistent with Race to the Top by requiring school districts to provide opportunities for instructional personnel and school administrators to earn additional salary supplements for assignment to a high priority location (e.g., an eligible Title I school or low-performing school), certification and teaching in critical teacher shortage areas, or assignment of additional academic responsibilities.

Beginning with instructional personnel hired on or after July 1, 2011, a district school board may not use advanced degrees in setting the salary schedule unless the advanced degree is held in the individual's areas of certification.

When budget constraints limit a school board's ability to fully fund all adopted salary schedules, the bill prohibits the school board from disproportionately reducing performance pay schedules.

Employment

The current system requires school districts to award tenure to a teacher after as little as three years of teaching. This employment is automatically renewed unless the teacher is "charged" with unsatisfactory performance. It takes two or more years to terminate an ineffective teacher. Tenure protects ineffective instructional personnel at the expense of students. The bill furthers the goals of Race to the Top by basing employment decisions on the evaluation of instructional personnel.

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The bill eliminates tenure with the exception for those instructional personnel who already possess a professional service contract or continuing contract. Instead, instructional personnel without tenure would be employed on an annual contract, subject to renewal by the district school board. This provision is designed to give school districts greater flexibility in meeting student instructional needs by retaining effective employees and quickly removing poor performing employees.

The probationary contract is extended from 97 days to one year. An employee on a probationary contract may resign or be dismissed without creating a breach of the contract.

Upon successful completion of a probationary contract, a classroom teacher may receive an annual contract. This includes instructional personnel who move from another state or district. Instructional personnel may receive an annual contract if he or she:

- Holds a temporary or professional certificate as prescribed by s. 1012.56, F.S., and State Board of Education rules; and
- Is recommended by the superintendent for the contract and approved by the district school board.

A school district may renew an annual contract; however, a district would be prohibited from renewing an annual contract if the individual receives:

- Two consecutive unsatisfactory evaluations;
- Two unsatisfactory evaluations within a 3-year period; or
- Three consecutive needs improvement or a combination of unsatisfactory and needs improvement evaluations.

Instructional personnel with an annual contract may be suspended or dismissed for just cause. If charges against an employee are not sustained, he or she would be immediately reinstated with back pay.

Instructional personnel who are currently on professional service or continuing contracts would retain their status unless the individual receives two consecutive unsatisfactory evaluations, two unsatisfactory evaluations within a 3-year period, or three consecutive needs improvement evaluations or a combination of unsatisfactory and needs improvement evaluations. In that situation, a school district is not required to automatically renew the professional service contract or continuing contract. Likewise, the above evaluation results would constitute just cause for terminating a professional service or continuing contract.

Performance evaluation results would also be used in making decisions related to the transfer and placement of employees and workforce reductions. Specifically, the bill repeals last in, first out (LIFO) policies that base retention decisions on seniority. Instead, the individual's evaluation will inform the school district's retention decisions.

Finally, each school district must annually report to the parent of a student who is assigned to a classroom teacher or school administrator with two consecutive unsatisfactory evaluations, two unsatisfactory evaluations within a 3-year period, or three consecutive needs improvement or a

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combination of unsatisfactory or needs improvement.

Other

The bill holds charter schools to the same standard as other public schools with respect to performance evaluations for instructional personnel and school administrators, assessments, performance pay and salary schedules, and workforce reductions.

For school districts that received an exemption under Race to the Top, the bill grants an annual renewable exemption to the requirements for performance pay and the weight given to student growth in performance evaluations, provided specific criteria are met. The exemption sunsets August 1, 2017, unless reenacted by the Legislature.

In conformance with the bill's new contracting provisions, the bill repeals certain special laws or general laws of local application regarding contracting provisions for instructional personnel and school administrators in public schools.

These provisions were approved by the Governor and take effect July 1, 2011, except as otherwise provided.

Vote: Senate 26-12; House 80-39

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Appendix B

Gadsden County Public Schools Board Policy ARTICLE VI

TEACHER ASSESSMENT

The parties recognize that the evaluation of the performance of all employees is the responsibility of the administration and that the evaluation process is designed to improve the quality of service performed by the employees and is not designed to be used as a punitive measure. The parties further recognize the importance and value of a procedure for assisting and evaluating the progress and success of both newly-employed and experienced personnel. The parties agree that the following guidelines should be used to accomplish these goals with employees.

- A. During pre-school planning, or within the first ten days of reporting of the work site for active employment, each teacher shall be given a copy of the assessment criteria and the forms to be used. This distribution shall be followed by an explanation and discussion of the assessment process. A copy of all current teacher assessment forms shall be available upon request or on the district's website.
- B. For the purpose of teacher assessment, the principal will make at least one (1) scheduled observational visit to the teacher's classroom. The principal may make as many unscheduled visits or as many additional scheduled visits as he/she sees fit, and his/her assessment may be based on any information which may be available to him/her at the time the assessment is made.
- C. Within ten (10) school days after each such scheduled visit, the principal shall have a conference with the teacher, at which time the teacher shall receive a copy of the completed assessment form.
- D. Each completed assessment form for the teacher and all copies of it shall be dated and signed by the principal and the teacher, with the teacher receiving one copy. The teacher's signature indicated only that he/she has read the completed form, and not necessarily that he/she agrees with the assessment.

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- E. Teachers receiving an evaluation marking of unsatisfactory or needs improvement in a domain category of the performance appraisal must have dated documentation attached to the performance appraisal by the evaluating administrator. This documentation shall note occurrences showing evidence of the teacher's deficiency in that domain.
- F. In the event that the teacher disagrees with the written assessment of his/her performance, she/he may write her/his objections on the assessment report or attach them to the report to be placed in her/his personnel file.
- G. The teacher, upon written request, shall have the right to review and reproduce the contents of the personnel file, being accompanied by a representative of the GCCTA, if desired, and in the presence of the administrator responsible for the safekeeping of such file.
- H. The procedural provisions as described in paragraphs A through G above, are subject to the grievance procedure.
- I. The personnel file of each teacher shall be open to inspection only by the School Board, the Superintendent, the principal, the teacher, and such other persons as the teacher or the Superintendent may authorize in writing, unless otherwise provided by law.
- J. The School Board shall have the right to reprimand, suspend, demote, or discharge its employees for just cause. Just Cause shall be defined to mean:
 - a. The Board or its designees made an effort to discover if, in fact, the employee did violate or disobey a rule or order or management or did commit any of the acts referred to by Section 1012.33, Florida statutes, prior to taking official action.
 - b. The Board or its designees conducted a fair and objective investigation of the facts.
 - c. The Board applied its rule and penalties uniformly and without discrimination to all employees.

Gadsden County Teacher Evaluation Model

- d. The employee was given an opportunity to present his/her side prior to official action being taken.
- e. The Board's rule or order that the employee has alleged to have violated was not arbitrary, capricious or discriminatory.
- f. The Board gave the employees forewarning of the consequences or possible consequences if the employee did not obey the rule of order.
- g. When determining the degree of discipline, consideration will be given to the employees' service record and the nature of the offense.

Gadsden County Teacher Evaluation Model

Appendix C Florida Educator Accomplished Practices

Rule 6A-5.065 is substantially rewritten to read (see Florida Administrative Code for present text): 6A-5.065 The Educator Accomplished Practices.

(1) Purpose and Foundational Principles.

(a) Purpose. The Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

(b) Foundational Principles. The Accomplished Practices are based upon and further describe three essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
3. The effective educator exemplifies the standards of the profession.

(2) The Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

(a) Quality of Instruction.

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:

- a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
- b. Sequences lessons and concepts to ensure coherence and required prior knowledge;
- c. Designs instruction for students to achieve mastery;
- d. Selects appropriate formative assessments to monitor learning;
- e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
- f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

- a. Organizes, allocates, and manages the resources of time, space, and attention;
- b. Manages individual and class behaviors through a well-planned management system;
- c. Conveys high expectations to all students;
- d. Respects students' cultural, linguistic and family background;
- e. Models clear, acceptable oral and written communication skills;

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- f. Maintains a climate of openness, inquiry, fairness and support;
- g. Integrates current information and communication technologies;
- h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
- i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

- a. Deliver engaging and challenging lessons;
- b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
- c. Identify gaps in students' subject matter knowledge;
- d. Modify instruction to respond to preconceptions or misconceptions;
- e. Relate and integrate the subject matter with other disciplines and life experiences;
- f. Employ higher-order questioning techniques;
- g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
- h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
- i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
- j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. Assessment. The effective educator consistently:

- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
- f. Applies technology to organize and integrate assessment information.

(b) Continuous Improvement, Responsibility and Ethics.

1. Continuous Professional Improvement. The effective educator consistently:

- a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- b. Examines and uses data-informed research to improve instruction and student achievement;
- c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
- e. Implements knowledge and skills learned in professional development in the teaching and learning process.

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2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.

Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History—New 7-2-98; Amended 12-17-10.

Gadsden County Teacher Evaluation Model

Appendix D

Teacher Name: _____ Evaluator's Name: _____	Grade Level: _____ Subject: _____	Date: _____ Observation Number: _____	Time In: _____ Time Out: _____
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DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS

Involving Routine Events: Teacher communicates learning goals, track student progress, and celebrate success. Classroom rules and procedures are established and maintained.

PERFORMANCE OBJECTIVES	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
1. A common board configuration is used to clearly outline learning objective(s), essential question(s), and instructional agenda/activities.					
2. Learning objective is clearly displayed in the classroom.					
3. Learning objective is a clear statement of knowledge or information as opposed to an activity or assignment.					
4. Teacher routinely references learning objective during instruction.					
5. Teacher has a scale or rubric that relates to the learning objective posted.					
6. Teacher references scale or rubric for evaluating student throughout lesson.					
7. A warm-up routine is clearly established.					
8. Instruction begins on time and continues through the end of the period.					

Addressing Content: Students effectively interact with the new knowledge. Students are provided opportunities to practice and deepen their understanding of new knowledge. Students are provided opportunities to generate and test hypotheses about new knowledge.

PERFORMANCE OBJECTIVES	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
1. The teacher clearly identifies essential questions and other critical information.					
2. Students are organized to enable effective interaction with new knowledge (e.g. whole group, small group, centers, etc.).					
3. An opportunity is provided to preview, process, and elaborate on new content.					
4. Teacher chunks content into "digestible bites".					
5. Teacher engages students in cognitively complex tasks involving hypothesis generating and testing.					
6. Teacher provides resources and guidance to students.					
7. Students are required to record and represent knowledge.					
8. Students are provided opportunities to reflect on learning.					
9. Students are organized to practice and deepen knowledge.					
10. Students are organized for cognitively complex tasks.					
11. Opportunities are provided for students to review content.					
12. Opportunities are provided for students to compare and contrast.					
13. Opportunities are provided for students to examine similarities and differences.					
14. Opportunities are provided for students to examine errors in reasoning.					
15. Opportunities are provided for students to practice skills, strategies, and processes.					
16. Opportunities are provided for students to revise knowledge.					

Enacted on the Spot: All students are engaged. Students adhere to classroom rules. Teacher has established and maintains effective relationships with students. Teacher has high expectations for all students.

PERFORMANCE OBJECTIVES	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
1. Teacher notices and reacts when students are not engaged.					
2. Teacher uses both voluntary and non-voluntary strategies to elicit responses from students.					
3. Teacher moves around the classroom to check for understanding and provide assistance to students.					
4. Teacher provides instruction at a lively pace.					
5. Teacher provides instruction with intensity and enthusiasm.					
6. Teacher presents unusual or intriguing information.					
7. Acknowledges adherence to rules and procedures.					
8. Teacher fairly applies consequences.					
9. Teacher demonstrates an understanding of students' interests and backgrounds.					
10. Teacher displays behaviors that indicate affection for students.					
11. Teacher displays behaviors that indicate objectivity and control.					
12. Teacher displays behaviors that indicate values and respects for all students.					
13. Teacher probes incorrect responses.					
14. Teacher scaffolds instruction.					
15. Teacher differentiates instruction.					

General Rating Rubric

Highly Effective	Effective	Improving/Developing	Unsatisfactory	Not Using
Adapts and Creates new Strategies for unique student needs and situations	Engages students in the strategy and monitors the extent to which it produces desired outcomes	Engages student in the strategy with not significant errors or omissions	Uses strategy incorrectly or with parts missing	The strategy was called for but not exhibited

GADSDEN TEACHER EVALUATION FORM A

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PUPIL ENGAGEMENT: <div> <div>Low</div> <div>Med</div> <div>High</div> </div> <div> <div>0-74%</div> <div>75-89%</div> <div>90-100%</div> </div>		Learning Objective: Essential Question:		Lesson Agenda: Bell Ringer:			
VARIETY OF INSTRUCTION •Variety of Strategies •Check •Compare† - •Connect† •Listen •Summarize† • Graphic† • Groups† • Scaffold • Hypothesis†							
COGNITIVE LEVEL: * <div> <div>1 – Knowledge</div> <div>2 – Comprehension</div> </div> <div> <div>3 – Application</div> <div>4 – Analysis</div> </div> <div> <div>5 – Synthesis</div> <div>6 – Evaluation</div> </div>							
ROUTINES / ASSESSMENT & STANDARDS •Goal† •Praise/Recognition† •Rubric •Homework Analyzed† •Relates lesson to standard •Details expectations of standard proficiency		What is the teacher doing?		What are the students doing?			
GRADE LEVEL: N/A Below At Above							
SUPPORT FOR ENGLISH LEARNERS • Enunciation •Understand •Varied Technique •Frequent Responses •Choral/Group •Academic Language •Graphic Organizers							
VARIETY OF INSTRUCTION <ul style="list-style-type: none"> Illustrate – Gives info, illustrates concepts with 2 or more approaches and strategies. Checks – Questions to check that pupils track lesson. Differs from ELD, as CFU there aims to determine depth/quality of understanding Compare – Ask student to compare, contrast, classify or use analogies or metaphors Connect to Prior Knowledge – Can be calling up earlier relevant experience or review Listens Actively – Teacher restates, reframes, or poses questions to extend pupils' thinking Summarizing/Note Taking – Teacher requires pupils to perform either behavior Graphic Organizers/Non-Linguistic Representation – Teacher uses or requires these devices Groups – Pupils work in structured way in groups or pairs to accomplish specific tasks that promote learning Scaffold – Intentional use of information, strategies or props to temporarily support the learner while she builds expertise, extends knowledge, or refines basic skills. E.g., teacher may have pupils highlight researched items to assist with organization, categorization, conducting future research. Generating/test a hypothesis – Teacher/student pose or test hypothesis 		ROUTINES/ASSESSMENT & STANDARDS <ul style="list-style-type: none"> Goal – Teacher announces learning goal or objective of lesson Praise/Recognition – Any respectful teacher behavior designed to foster greater, or more specified pupil learning Rubric – Scoring guides available/visible to help students determine quality of their own work Homework - Analyzed/displayed Relates Lesson to Standard – Teacher clearly identifies what students shall learn according to the standard – No need to call out number of standard Details Proficiencies Expectations – Teacher clearly identifies “how good is good enough” according to standard being taught – identifies what master looks like 		SUPPORT FOR ENGLISH LANGUAGE LEARNERS <ul style="list-style-type: none"> Model – Teacher clearly enunciates and correctly models use of English, free of all errors Understanding – Teacher ascertains by question, observation or inference depth and quality of ELL's comprehension Technique – Teacher employs two or more to assure ELL comprehension. E.g., body language, media, hands-on activities Key Task – Teacher explains or demonstrates critical tasks in a variety of ways, e.g., saying, showing, modeling Responses – Teacher elicits frequent verbal or non-verbal responses Choral –Teacher calls for choral, group or interactive work from students Graphic Organizer – Teacher adapts content through graphic organizers, study guides, outlines, highlighted or summarized text Language – Teacher explicitly guides development or proficiency in academic language 			
		STANDARD LEVEL <ul style="list-style-type: none"> At Grade Level – Lesson clearly teaches some portion of standard from grade level observed – Lesson need not address or attempt all standard 		COGNITIVE LEVEL <ul style="list-style-type: none"> Cognitive Level – Highest level pupils required/invited to perform 			
		ENGAGEMENT <ul style="list-style-type: none"> Engagement - % pupils actively attending 					
Arrange Calculate Define Draw Identify Illustrate Label List Match Measure Memorize Name Recall Quote Recite Recognize Repeat State Tabulate Tell Use Who What When Where Why	Level One Activities Recall Recall elements and details of story structure, such as sequence of events, character, plot and setting. Conduct basic mathematical calculations. Label locations on a map. Represent in words or diagrams a scientific concept or relationship. Perform routine procedures like measuring length or using punctuation marks correctly. Describe the features of a place or people.	I Inter Categorize Collect Display Identify Patterns Organize Construct Modify Predict Interpret Distinguish Use Context Make Observations Summarize Show Graph Classify Separate Cause/Effect Estimate Compare Relate	Level Two Activities Skill/Concept Identify and summarize the major events in a narrative. Use context cues to identify the meaning of unfamiliar words. Solve routine multiple-step problems. Describe the cause/effect of a particular event. Identify patterns in events or behavior. Formulate a routine problem given data and conditions. Organize, represent and interpret data.	Revise Appraise Assess Develop an Argument Construct Critique Formulate Hypothesize Draw Conclusions Cite Evidence Differentiate Investigate Compare Use Concepts to Solve Non-Routine Problem Explain Phenomena In Terms of Concepts Develop a Logical Arguments	Level Three Activities Strategic Thinking Identify and summarize the major events in a narrative. Use context cues to identify the meaning of unfamiliar words. Solve routine multiple-step problems. Describe the cause/effect of a particular event. Identify patterns in events or behavior. Formulate a routine problem given data and conditions. Organize, represent and interpret data.	Design Connect Prove Synthesize Critique Analyze Create Apply Concept	Level Four Activities Extended Thinking Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions. Apply mathematical model to illuminate a problem or situation. Analyze and synthesize information from multiple sources. Describe and illustrate how common themes are found across texts from different cultures. Design a mathematical model to inform and solve a practical or abstract situation.

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>.

Gadsden County Teacher Evaluation Model

Appendix E

Teacher's Name: _____

Planning

Conference Date: _____

Observer's

Name: _____

Observation

Date: _____

DOMAIN 2: PLANNING AND PREPARING-ROUTINE EVENTS

Please attach your lesson plan, assessments, scoring guides, and/or rubrics to this document. Please be prepared to discuss the following questions in preparation for the planning conference.

CLASSROOM DEMOGRAPHICS	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
Briefly describe the students in your classroom (e.g. number of students, gender, special needs, etc).					
ROUTINE EVENTS	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
What will you do to establish learning goals, track student progress and celebrate success for this lesson?					
PLANNING AND PREPARING FOR LESSONS AND UNITS	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
How will you scaffold the content within this lesson? Please describe: <ul style="list-style-type: none"> The rationale for how the content of the lesson is organized The rationale for the sequence of instruction How the content is related to previous lessons, units or other content Possible confusion that may impact the lesson? 					
How does the lesson progress within the unit over time? Please describe: <ul style="list-style-type: none"> How lessons within the unit progress toward deep understanding and transfer of content Describe how students will make choice and take initiatives How learning will be extended? 					
How will you align this lesson with established content standards identified by the district and the manner in which the content should be sequenced? Please describe: <ul style="list-style-type: none"> Important content (scope) identified by the district Sequence of the content to be taught as identified by the district 					
PLANNING AND PREPARING FOR USE OF RESOURCES AND TECHNOLOGY	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
How will the resources and materials that you select be used to enhance students' understanding of the content? Please describe the resources that will be used: <ul style="list-style-type: none"> Traditional resources Technology 					
PLANNING AND PREPARING FOR SPECIAL NEEDS OF STUDENTS	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
How do you plan to address the special needs of your students to include special education students, ELL students and students who come from home environments that offer little support for schooling? Please describe: <ul style="list-style-type: none"> Specific accommodations to be made 					

General Rating Rubric

Highly Effective	Effective	Improving/Developing	Unsatisfactory	Not Using (NU)
Adapts and Creates new Strategies for unique student needs and situations	Engages students in the strategy and monitors the extent to which it produces desired outcomes	Engages student in the strategy with not significant errors or omissions	Uses strategy incorrectly or with parts missing	The strategy was called for but not exhibited

GADSDEN TEACHER EVALUATION FORM B

Gadsden County Teacher Evaluation Model

Appendix F

Teacher's Name:	_____	Planning Conference Date:	_____
Observer's Name:	_____	Observation Date:	_____

DOMAIN 2: PLANNING AND PREPARING-CONTENT

Please attach your lesson plan, assessments, scoring guides, and/or rubrics to this document. Please be prepared to discuss the following questions in preparation for the planning conference.

CLASSROOM DEMOGRAPHICS	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
Briefly describe the students in your classroom (e.g. number of students, gender, special needs, etc).					
CONTENT	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
What will you do to help students practice new knowledge? What will I do to help students generate and test hypothesis about new knowledge? What will you do to help students interact with new knowledge?					
PLANNING AND PREPARING FOR LESSONS AND UNITS	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
How will you scaffold the content within this lesson? Please describe: <ul style="list-style-type: none"> The rationale for how the content of the lesson is organized The rationale for the sequence of instruction How the content is related to previous lessons, units or other content Possible confusion that may impact the lesson? 					
How does the lesson progress within the unit over time? Please describe: <ul style="list-style-type: none"> How lessons within the unit progress toward deep understanding and transfer of content Describe how students will make choice and take initiatives How learning will be extended? 					
How will you align this lesson with established content standards identified by the district and the manner in which the content should be sequenced? Please describe: <ul style="list-style-type: none"> Important content (scope) identified by the district Sequence of the content to be taught as identified by the district 					
PLANNING AND PREPARING FOR USE OF RESOURCES AND TECHNOLOGY	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Highly Effective
How will the resources and materials that you select be used to enhance students' understanding of the content? Please describe the resources that will be used: <ul style="list-style-type: none"> Traditional resources Technology 					
PLANNING AND PREPARING FOR SPECIAL NEEDS OF STUDENTS	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
How do you plan to address the special needs of your students to include special education students, ELL students and students who come from home environments that offer little support for schooling? Please describe: <ul style="list-style-type: none"> Specific accommodations to be made 					

General Rating Rubric

Highly Effective	Effective	Improving/Developing	Unsatisfactory	Not Using (NU)
Adapts and Creates new Strategies for unique student needs and situations	Engages students in the strategy and monitors the extent to which it produces desired outcomes	Engages student in the strategy with not significant errors or omissions	Uses strategy incorrectly or with parts missing	The strategy was called for but not exhibited

GADSDEN TEACHER EVALUATION FORM C

Gadsden County Teacher Evaluation Model

Appendix G

Teacher's
Name: _____

Observer's
Name: _____

Planning
Conference Date: _____

Observation
Date: _____

DOMAIN 2: PLANNING AND PREPARING-ENACTING ON THE SPOT

Please attach your lesson plan, assessments, scoring guides, and/or rubrics to this document. Please be prepared to discuss the following questions in preparation for the planning conference.

CLASSROOM DEMOGRAPHICS	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
Briefly describe the students in your classroom (e.g. number of students, gender, special needs, etc).					
ENACTING ON THE SPOT	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
What will you do to engage students in the lesson? What will I do to acknowledge lack of adherence to classroom rules and procedures? What will I do to establish and maintain relationships with students during this lesson? What will I do to communicate high expectation to student within this lesson? How will this lesson be organized as part of a cohesive unit?					
PLANNING AND PREPARING FOR LESSONS AND UNITS	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
How will you scaffold the content within this lesson? Please describe: <ul style="list-style-type: none"> The rationale for how the content of the lesson is organized The rationale for the sequence of instruction How the content is related to previous lessons, units or other content Possible confusion that may impact the lesson? 					
How does the lesson progress within the unit over time? Please describe: <ul style="list-style-type: none"> How lessons within the unit progress toward deep understanding and transfer of content Describe how students will make choice and take initiatives How learning will be extended? 					
How will you align this lesson with established content standards identified by the district and the manner in which the content should be sequenced? Please describe: <ul style="list-style-type: none"> Important content (scope) identified by the district Sequence of the content to be taught as identified by the district 					
PLANNING AND PREPARING FOR USE OF RESOURCES AND TECHNOLOGY	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
How will the resources and materials that you select be used to enhance students' understanding of the content? Please describe the resources that will be used: <ul style="list-style-type: none"> Traditional resources Technology 					
PLANNING AND PREPARING FOR SPECIAL NEEDS OF STUDENTS	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
How do you plan to address the special needs of your students to include special education students, ELL students and students who come from home environments that offer little support for schooling? Please describe: <ul style="list-style-type: none"> Specific accommodations to be made 					

General Rating Rubric

Highly Effective	Effective	Improving/Developing	Unsatisfactory	Not Using (NU)
Adapts and Creates new Strategies for unique student needs and situations	Engages students in the strategy and monitors the extent to which it produces desired outcomes	Engages student in the strategy with not significant errors or omissions	Uses strategy incorrectly or with parts missing	The strategy was called for but not exhibited

GADSDEN TEACHER EVALUATION FORM D

Gadsden County Teacher Evaluation Model

Appendix H

Teacher's
Name: _____
Observer's
Name: _____

Planning
Conference Date: _____
Observation
Date: _____

DOMAIN 3: REFLECTING ON TEACHING

EVALUATING PERSONAL PERFORMANCE	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
The teacher identifies specific strategies and behaviors on which to improve from Domain 1 (routine lesson segments, content lesson segments and segments that are on the spot).					
The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement and identifies causes of success or difficulty.					
The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.					
PERSONAL GROWTH PLAN	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
The teacher develops a written professional growth and development plan with specific and measurable goals, action steps, manageable timelines and appropriate resources.					
The teacher charts his or her progress toward goals using established action plans, milestones and timelines.					

General Rating Rubric

Highly Effective	Effective	Improving/Developing	Unsatisfactory	Not Using (NU)
Adapts and Creates new Strategies for unique student needs and situations	Engages students in the strategy and monitors the extent to which it produces desired outcomes	Engages student in the strategy with not significant errors or omissions	Uses strategy incorrectly or with parts missing	The strategy was called for but not exhibited

GADSDEN TEACHER EVALUATION FORM E

Gadsden County Teacher Evaluation Model

Appendix I

Teacher's
Name: _____
Observer's
Name: _____

Planning
Conference Date: _____
Observation
Date: _____

DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM

POSITIVE ENVIRONMENT	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
The teacher interacts with other teachers in a positive manner to promote and support student learning.					
The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.					
IDEAS AND STRATEGIES	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors.					
The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors.					
DISTRICT AND SCHOOL DEVELOPMENT	Level 0 Not Using	Level 1 Beginning	Level 2 Developing	Level 3 Applying	Level 4 Innovating
The teacher is aware of the district and school's rules and procedures and adheres to them.					
The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.					

General Rating Rubric

Highly Effective	Effective	Improving/Developing	Unsatisfactory	Not Using (NU)
Adapts and Creates new Strategies for unique student needs and situations	Engages students in the strategy and monitors the extent to which it produces desired outcomes	Engages student in the strategy with not significant errors or omissions	Uses strategy incorrectly or with parts missing	The strategy was called for but not exhibited

GADSDEN TEACHER EVALUATION FORM F

Gadsden County Teacher Evaluation Model

Appendix J

Climate Survey for Parents/Guardians

Please complete one survey per family by placing an "x" in the column that most reflects your opinion.

	Strongly Agree	Agree	Agree and Disagree	Disagree	Strongly Disagree
1. My child's school is a supportive and inviting place for students.					
2. My child is safe at school.					
3. My child is receiving a rigorous and relevant education at his/her school.					
4. My child's school is a supportive and inviting place for parents/guardians and I feel welcome at this school.					
5. My child is receiving instruction that prepares him/her to be successful on the FSA/FCAT.					
6. Teachers at my child's school are interested in what I have to say.					
7. I am satisfied with communication with my child's teacher(s) and other school officials.					
8. I am actively involved in my child's education and attend most school activities.					
9. My child likes his/her teachers.					
10. My child is receiving a good education at this school.					
11. My child receives academic help when it is needed.					
12. What is your relationship to the child you are reporting about? (please choose one) <input type="checkbox"/> Parent(s) <input type="checkbox"/> Legal Guardian <input type="checkbox"/> Other adult in the household					
13. What is the name of your child's school?					
14. What is the grade level of your child? <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12					
The one thing that I appreciate most about my child's school is:					
The one thing I would like most to change about my child's school is:					

Gadsden County Teacher Evaluation Model

Appendix K

2010-2011 Climate Survey for Students (grades 3-5)

Please complete this survey by placing an "x" in the column that best represents your feelings.

	Yes	Sometimes	No	Don't Know
1. My teachers believe that all students can do good work.				
2. All students are encouraged to do their very best.				
3. Usually my teacher does a good job of explaining what I am supposed to learn.				
4. I ask for help from my teachers or others when I need it.				
5. Teachers at this school know my name.				
6. My teacher will miss me when I'm absent.				
7. I can talk to a teacher at this school about things that are bothering me.				
8. My classmates like me.				
9. I know how to make friends with new people.				
10. I care about other people's feelings and what they think.				
11. I am careful when I use something that belongs to someone else.				
12. I know how to disagree without starting a fight or an argument.				
13. My teachers helps me when I do not understand the lesson				
14. I respect people even if they are different or are not like me.				
15. Students in this school help each other.				
16. Some students are picked on in this school.				
17. I feel safe at school				
18. I like my school.				
If you do not feel safe at school all the time please tell us why you feel this way.				
What is the name of your school?				
What grade are you in? <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5				
Are you a? <input type="checkbox"/> Boy <input type="checkbox"/> Girl				
What groups describe you best? (you may mark more than one) <input type="checkbox"/> African-American/Black <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> White <input type="checkbox"/> Asian <input type="checkbox"/> American <input type="checkbox"/> Indian <input type="checkbox"/> Other				
Is there a language other than English spoken in your home? <input type="checkbox"/> Yes <input type="checkbox"/> No				

Gadsden County Teacher Evaluation Model

Appendix L

2010-2011 Climate Survey for Students (grades 6-12)

Please complete this survey by placing an "x" in the column that best represents your feelings.

	Strongly Agree	Agree	Agree and Disagree	Disagree	Strongly Disagree
1. At this school, students are encouraged to work to the best of their abilities.					
2. Students are recognized for their involvement in art, music, debate, sports, or other activities.					
3. Teachers and other adults at this school believe that all students can do good work.					
4. There are lots of chances for students in my school to talk with teachers one-on-one.					
5. There is at least one adult at this school whom I feel comfortable talking to about things that are bothering me.					
6. At school, there is a teacher or some other adult who will miss me when I'm absent.					
7. My teachers are fair and treat me with respect.					
8. Lots of parents come to events at my school.					
9. I am safe at school.					
10. Students in this school help each other.					
11. There are opportunities at school for me to receive help from my teachers when I need it.					
12. Students at this school are often teased or picked on.					
13. Crime and violence are major concerns at school.					
14. When students break rules, they are treated fairly.					
15. At school, decisions are made based on what is best for students.					
16. Students are involved in helping to solve school problems.					
17. This school emphasizes showing respect for all students' cultural beliefs and practices.					
18. My teachers are prepared to teach students from different cultural backgrounds.					
19. The instruction that I am receiving at this school is preparing me for college and a career.					
20. The instruction I am receiving at this school prepares me to pass the FSA/FCAT					
How often have you personally seen students do these things at this school or at school events over the past 12 months?	0 times	1-2 times	3-6 times	7-12 times	12 or more
21. Under the influence of drugs (marijuana, crack, coke)					
22. Under the influence of alcohol (beer/wine/liquor)					
23. Destroy things (vandalism)					
24. Get into fights					
25. Steal things					
26. Threaten or bully					
27. Under the influence of inhalants (sniffing glue, paints, or aerosol sprays)					
28. I am able to speak with a school counselor, if I feel I need help.					

Gadsden County Teacher Evaluation Model

29. What school are you currently attending?
30. What grade are you in? <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
31. Are you a? <input type="checkbox"/> Male <input type="checkbox"/> Female
32. What groups describe you best? (you may mark more than one) <input type="checkbox"/> African-American/Black <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> White <input type="checkbox"/> Asian <input type="checkbox"/> American Indian <input type="checkbox"/> Other
33. Is there an adult who really knows what you do with your free time? <input type="checkbox"/> Yes <input type="checkbox"/> No
34. Do you have someone outside of school who can help you with homework? <input type="checkbox"/> Yes <input type="checkbox"/> No
35. Is there a language other than English spoken in your home? <input type="checkbox"/> Yes <input type="checkbox"/> No
36. What grades do you usually get? <input type="checkbox"/> Mostly A's <input type="checkbox"/> Mostly B's <input type="checkbox"/> Mostly C's <input type="checkbox"/> Mostly D's and F's
37. During the past year, how many days did you miss school without permission? <input type="checkbox"/> Never <input type="checkbox"/> Less than once a month <input type="checkbox"/> Once a month or more
38. During an average week, how much time do you spend helping other people without getting paid (examples: helping senior citizens or neighbors; watching young children; peer teaching; tutoring; mentoring; helping the environment; doing other volunteer activities)? <input type="checkbox"/> 0 hours <input type="checkbox"/> About 1 hour <input type="checkbox"/> About 2-3 hours <input type="checkbox"/> About 4 hours or more
39. During an average week, how much time do you spend participating in organized activities after school or on weekends (examples: sports, clubs, youth groups, music/art/dance/drama activities, cultural, religious or other community activities)? <input type="checkbox"/> 0 hours <input type="checkbox"/> About 1 hour <input type="checkbox"/> About 2-3 hours <input type="checkbox"/> About 4 hours or more
40. The one thing I like most about my school is:
41. The one thing I would most like to change about my school is:

Gadsden County Teacher Evaluation Model

Appendix M

Gadsden County Annual Evaluation Report for Category I Teachers: 1-3 Years of Service *Instructional Practice Score*

Teacher: _____

Years of Service: _____

School: _____

Current
Assignment: _____

Evaluator: _____

Date: _____

This form is to serve as a permanent record of an administrator's evaluation of a teacher's performance during a specific period based on specific criteria as it relates to the teacher's **instructional practice** using the Art and Science of Teaching Framework.

Directions: Examine all sources of evidence for each of the four domains in this form as it applies to the teacher's status practice performance. Refer to the scale requirements and indicate sources of evidence used to determine the evaluation of results in each section. Assign an overall evaluation of the teacher's performance, sign the form and obtain the signature of the teacher.

Use the accompanying Excel worksheet appropriate to the teacher's experience level to calculate the teacher's status score.

1. Status Score

The teacher's status score reflects his/her overall understanding and application of the Art and Science of Teaching framework across the Four Domains: Domain 1: Classroom Strategies and Behaviors; Domain 2: Planning and Preparing; Domain 3: Reflecting on Teaching; Domain 4: Collegiality and Professionalism.

Directions: Use the accompanying spreadsheet to compute the teacher's overall status score. You will need to obtain data for each of the Four Domains in order to compute a weighted overall score. Reference the Overall Status Score number in the cell highlighted in **green** in the spreadsheet.

Domain 1 Sources of Evidence (select all that applies):

- ☐ Formal Observation
- ☐ Informal, Announced Observation
- ☐ Informal Unannounced Observation
- ☐ Walkthrough
- ☐ Artifacts:

☐ Other: _____

Domain 2 Sources of Evidence (select all that applies):

- ☐ Planning (Pre) Conference
- ☐ Artifacts:

☐ Other: _____

Domain 3 Sources of Evidence (select all that applies):

- ☐ Self-Assessment
- ☐ Reflection (Post) Conference
- ☐ Professional Growth Plan
- ☐ Artifacts:

☐ Other: _____

Domain 4 Sources of Evidence (select all that applies):

- ☐ Conferences
- ☐ Discussions
- ☐ Artifacts:

☐ Other: _____

Evaluator Comments:

<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> NEEDS IMPROVING/DEVELOPING (2)	<input type="checkbox"/> UNSATISFACTORY (1)
Overall Status Score of 3.5 – 4.0	Overall Status Score of 2.5 – 3.4	Overall Status Score of 1.5 – 2.4	Overall Status Score of 1.0 – 1.4

Gadsden County Teacher Evaluation Model

2. Final Score

The final score reflects the teacher's overall status score calculations. The district determines the weight of the status scores toward overall score.

Directions: Use the accompanying spreadsheet to compute the teacher's overall status score. Reference the Final Score number in the cell highlighted in orange in the spreadsheet.

Evaluator Comments:

<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> NEEDS IMPROVING/ DEVELOPING (2)	<input type="checkbox"/> UNSATISFACTORY (1)
Overall Final Score of 3.5 – 4.0	Overall Final Score of 2.5 – 3.4	Overall Final Score of 1.5 – 2.4	Overall Final Score of 1.0 – 1.4

3. Signatures

Evaluator: I certify that the before named teacher has been evaluated around his or her **instructional practice**.

Evaluator's Signature:

Date:

Teacher: I acknowledge the receipt of this Annual Evaluation Form.

Teacher's Signature:

Date:

Teacher Comments:

Gadsden County Teacher Evaluation Model

Appendix N

Gadsden County Annual Evaluation Report for
Category II Teachers: 4 or More Years of Service
Instructional Practice Score

Teacher: _____

Years of Service: _____

School: _____

Current
Assignment: _____

Evaluator: _____

Date: _____

This form is to serve as a permanent record of an administrator's evaluation of a teacher's performance during a specific period based on specific criteria as it relates to the teacher's **instructional practice** using the Art and Science of Teaching Framework.

Directions: Examine all sources of evidence for each of the four domains in this form as it applies to the teacher's status and deliberate practice performance. Refer to the scale requirements and indicate sources of evidence used to determine the evaluation of results in each section. Assign an overall evaluation of the teacher's performance, sign the form and obtain the signature of the teacher.

Use the accompanying Excel worksheet appropriate to the teacher's experience level to calculate the teacher's status score.

1. Status Score

The teacher's status score reflects his/her overall understanding and application of the Art and Science of Teaching framework across the Four Domains: Domain 1: Classroom Strategies and Behaviors; Domain 2: Planning and Preparing; Domain 3: Reflecting on Teaching; Domain 4: Collegiality and Professionalism.

Directions: Use the accompanying spreadsheet to compute the teacher's overall status score. You will need to obtain data for each of the Four Domains in order to compute a weighted overall score. Reference the Overall Status Score number in the cell highlighted in **green** in the spreadsheet.

Domain 1 Sources of Evidence (select all that applies):

- ☐ Formal Observation
- ☐ Informal, Announced Observation
- ☐ Informal Unannounced Observation
- ☐ Walkthrough
- ☐ Artifacts: _____
- ☐ Other: _____

Domain 2 Sources of Evidence (select all that applies):

- ☐ Planning (Pre) Conference
- ☐ Artifacts: _____
- ☐ Other: _____

Domain 3 Sources of Evidence (select all that applies):

- ☐ Self-Assessment
- ☐ Reflection (Post) Conference
- ☐ Professional Growth Plan
- ☐ Artifacts: _____
- ☐ Other: _____

Domain 4 Sources of Evidence (select all that applies):

- ☐ Conferences
- ☐ Discussions
- ☐ Artifacts: _____
- ☐ Other: _____

Evaluator Comments:

<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> NEEDS IMPROVING/DEVELOPING (2)	<input type="checkbox"/> UNSATISFACTORY (1)
Overall Status Score of 3.5 – 4.0	Overall Status Score of 2.5 – 3.4	Overall Status Score of 1.5 – 2.4	Overall Status Score of 1.0 – 1.4

Gadsden County Teacher Evaluation Model

2. Final Score

The final score reflects the teacher's overall status score calculations. The district determines the weight of the status overall score.

Directions: Use the accompanying spreadsheet to compute the teacher's overall status score. Reference the Final Score number in the cell highlighted in **orange** in the spreadsheet.

Evaluator Comments:

<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> NEEDS IMPROVING/DEVELOPING (2)	<input type="checkbox"/> UNSATISFACTORY (1)
Overall Final Score of 3.5 – 4.0	Overall Final Score of 2.5 – 3.4	Overall Final Score of 1.5 – 2.4	Overall Final Score of 1.0 – 1.4

3. Signatures

Evaluator: I certify that the before named teacher has been evaluated around his or her **instructional practice**.

Evaluator's Signature: _____ Date: _____

Teacher: I acknowledge the receipt of this Annual Evaluation Form.

Teacher's Signature: _____ Date: _____

Teacher Comments:

Gadsden County Teacher Evaluation Model

Appendix O

Transition to Computer-Based Tests in Florida

FLORIDA'S TRANSITION TO COMPUTER-BASED TESTING FOR STATEWIDE ASSESSMENTS 2014–18

Assessment	2014–15	2015–16	2016–17	2017–18
FLORIDA STANDARDS ASSESSMENTS American Institutes for Research (AIR)				
Grade 3 ELA	PBT	PBT	PBT	1 st year CBT
Grade 3 Mathematics	PBT	PBT	1 st year CBT	CBT
Grade 4 ELA	PBT*	1 st year CBT**	CBT**	CBT**
Grade 4 Mathematics	PBT	PBT	1 st year CBT	CBT
Grade 5 ELA	1 st year CBT*	CBT**	CBT**	CBT**
Grade 5 Mathematics	CBT	CBT	CBT	CBT
Grade 6 ELA	CBT*	CBT**	CBT**	CBT**
Grade 6 Mathematics	CBT	CBT	CBT	CBT
Grade 7 ELA	CBT*	CBT**	CBT**	CBT**
Grade 7 Mathematics	1 st year CBT	CBT	CBT	CBT
Grade 8 ELA	CBT	CBT	CBT	CBT
Grade 8 Mathematics	1 st year CBT	CBT	CBT	CBT
Grade 9 ELA	CBT	CBT	CBT	CBT
Grade 10 ELA	CBT	CBT	CBT	CBT
Grade 11 ELA	New CBT	CBT	CBT	CBT
Algebra 1 EOC	CBT	CBT	CBT	CBT
Geometry EOC	CBT	CBT	CBT	CBT
Algebra 2 EOC	New CBT	CBT	CBT	CBT
NEXT GENERATION SUNSHINE STATE STANDARDS (NGSS) ASSESSMENTS				
Grades 5 Science	PBT	PBT	PBT	PBT
Grade 8 Science	PBT	PBT	PBT	PBT
Algebra 1 EOC (retake)	CBT	CBT	CBT	NLA
Geometry (retake)	CBT	NLA	NLA	NLA
FCAT 2.0 Reading Retake	CBT	CBT	NLA	NLA
FCAT Mathematics	CBT	NLA	NLA	NLA
Biology 1 EOC	CBT	CBT	CBT	CBT
Civics EOC	CBT	CBT	CBT	CBT
U.S. History EOC	CBT	CBT	CBT	CBT

<http://www.fldoe.org/accountability/assessments/k-12-student-assessment/assessment-schedules.html>

Gadsden County Teacher Evaluation Model

Appendix P Category I Status Score Worksheet

Teacher Name:	School:	Date:
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STATUS SCORE

Directions:

1. Using the Domain Forms, count the number of times each scale level has been recorded.
2. Enter the frequency in the yellow highlighted cells.

Frequency	D1	D2	D3	D4
Level 4 (Innovating)	12	7	4	3
Level 3 (Applying)	34	14	8	6
Level 2 (Developing)	15	7	5	4
Level 1 (Beginning)	3	4	3	2
Level 0 (Not Using)	2	3	2	-
Total Elements Used	66	35	22	15

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Percentages	D1	D3	D3	D4
Level 4	18%	20%	18%	20%
Level 3	52%	40%	36%	40%
Level 2	23%	20%	23%	27%
Level 1	5%	11%	14%	13%
Level 0	3%	9%	9%	0%
	100%	100%	100%	100%

DELIBERATE PRACTICE SCORE

Directions:

4. Enter final scale level of each target Element in yellow highlighted cells.

Deliberate Practice	Final Rating
D1 Target Element 1	
D1 Target Element 2	
D1 Target Element 3	

Gadsden County Teacher Evaluation Model

3. Adjust weights in gray highlighted cells must add up to 100%.

Category I Teachers (View Scale)	D1	D2	D3	D4
	3	2	2	2
Status Score				
Weight	68%	13%	8%	10%
Weighted Score	2.05	0.27	0.17	0.20
Overall Status Score:	2.68			
Overall Status:				

Category I Teachers	D1
Deliberate Practice Score	
Weight	100%
Weighted Score	
Overall Deliberate Practice Score:	0.00
Overall Deliberate Practice:	

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HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVING OR DEVELOPING	UNSATISFACTORY
3.5-4.0	2.5-3.4	1.5-2.4	1.0-1.4

5. Adjust weights in gray highlighted cells; must add up to 100%

Category I Instructional Practice Score, Year 1	Score	Weight	Final
Overall status score	2.68	100%	2.68
Overall deliberate practice score	0	0%	-
Final Score:			2.68
Final Proficiency Level:	Effective		

Category I Instructional Practice Score, Year 2	Score	Weight	Final
Overall status score	2.68	60%	1.61
Overall deliberate practice score	0.00	40%	-
Final Score:			1.61
Final Proficiency Level:	Developing		

Gadsden County Teacher Evaluation Model

Appendix Q Category II Status Score Worksheet

Teacher Name:		School:		Date:	
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STATUS SCORE

Directions:

1. Using the Domain Forms, count the number of times each scale level has been recorded.
2. Enter the frequency in the yellow highlighted cells.

Frequency	D1	D2	D3	D4
Level 4 (Innovating)				
Level 3 (Applying)				
Level 2 (Developing)				
Level 1 (Beginning)				
Level 0 (Not Using)				
Total Elements Used				

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Percentages	D1	D3	D3	D4
Level 4				
Level 3				
Level 2				
Level 1				
Level 0				
	0%	0%	0%	0%

DELIBERATE PRACTICE SCORE

Directions:

4. Enter final scale level of each target Element in yellow highlighted cells.

Deliberate Practice	Final Rating
D1 Target Element 1	
D1 Target Element 2	
D1 Target Element 3	

Gadsden County Teacher Evaluation Model

3. Adjust weights in gray highlighted cells must add up to 100%.

Category II Teachers (View Scale)	D1	D2	D3	D4
Status Score				
Weight	68%	13%	8%	10%
Weighted Score				
Overall Status Score:	0			
Overall Status:				

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FINAL SCALE

HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVING OR DEVELOPING	UNSATISFACTORY
3.5-4.0	2.5-3.4	1.5-2.4	1.0-1.4

5. Adjust weights in gray highlighted cells; must add up to 100%

Category I Instructional Practice Score, Year 1	Score	Weight	Final
Overall status score	0.00	100%	0.00
Overall deliberate practice score	0	0%	-
Final Score:			0.00
Final Proficiency Level:	Effective		

Category II Instructional Practice Score, Year 2	Score	Weight	Final
Overall status score	0.00	60%	-
Overall deliberate practice score	0.00	40%	-
Final Score:			-
Final Proficiency Level:	Developing		

Gadsden County Teacher Evaluation Model

Appendix R

Marzano Art and Science of Teaching Teacher Education Evaluation Model

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS

Identifies the 41 key strategies revealed by research for effective teaching presented in a robust, easy-to-understand model of instruction based on the Art and Science of Teaching. All 41 Key Strategies are organized into 9 Design Questions, which are further organized into 3 Lesson Segments.

Lesson Segments Involving Routine Events	Lesson Segments Addressing Content	Lesson Segments Enacted on the Spot
<p>Learning Goals & Feedback</p> <p>What will I do to establish and communicate learning goals, track student progress, and celebrate success?</p> <ul style="list-style-type: none"> Providing Clear Learning Goals and Scales to Measure those Goals Tracking Student Progress Celebrating Student Success 	<p>Interacting with New Knowledge</p> <p>What will I do to help students effectively interact with the new knowledge?</p> <ul style="list-style-type: none"> Identifying Critical Information Organizing Students to Interact with New Knowledge Previewing New Content Chunking Content into “Digestible Bites” Processing of New Information Elaborating on New Information Recording and Representing Knowledge Reflecting on Learning <p>Practicing & Deepening Knowledge</p> <p>What will I do to help students practice and deepen their understanding of new knowledge?</p> <ul style="list-style-type: none"> Reviewing Content Organizing Students to Practice and Deepen Knowledge Using Homework Examining Similarities and Differences Examining Errors in Reasoning Practicing Skills, Strategies, and Processes Revising Knowledge <p>Generating & Testing Hypotheses</p> <p>What will I do to help students generate and test hypotheses about new knowledge?</p> <ul style="list-style-type: none"> Organizing Students for Cognitively Complex Tasks Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generating and Testing Providing Resources and Guidance 	<p>Student Engagement</p> <p>What will I do to engage students?</p> <ul style="list-style-type: none"> Noticing and Reacting when Students are Not Engaged Using Academic Games Managing Response Rates Using Physical Movement Maintaining a Lively Pace Demonstrating Intensity and Enthusiasm Using Friendly Controversy Providing Opportunities for Students to Talk about Themselves Presenting Unusual or Intriguing Information <p>Adherence to Rules & Procedures</p> <p>What will I do to recognize and acknowledge and adherence and lack of adherence to classroom rules and procedures?</p> <ul style="list-style-type: none"> Demonstrating “Withitness” Applying Consequences Acknowledging Adherence to Rules and Procedures <p>Teacher/Student Relationships</p> <p>What will I do to establish and Maintain effective relationships with students?</p> <ul style="list-style-type: none"> Understanding Students’ Interests and Backgrounds Using Behaviors that Indicate Affection for Students Displaying Objectivity and Control <p>High Expectations</p> <p>What will I do to communicate high expectations for all students?</p> <ul style="list-style-type: none"> Demonstrating Value and Respect for Low Expectancy Students Asking Questions of Low Expectancy Students Probing Incorrect Answers with Low Expectancy Students

Adapted from 2011 Robert J Marzano Learning Science International Document

Gadsden County Teacher Evaluation Model

<p>DOMAIN 2: PLANNING AND PREPARING</p> <p>Planning and Preparing for Lessons and Units</p> <ol style="list-style-type: none"> 1. Effective Scaffolding of Information within Lessons 2. Lessons within Units 3. Attention to Established Content Standards <p>Planning and Preparing for Use of Resources and Technology</p> <ol style="list-style-type: none"> 1. Use of Available Traditional Resources 2. Use of Available Technology <p>Planning and Preparing for Special Needs of Students</p> <ol style="list-style-type: none"> 1. Needs of English Language Learners 2. Needs of Special Education Students 3. Needs of Students Who Lack Support for Schooling 	<p>DOMAIN 3: REFLECTING ON TEACHING</p> <p>Evaluating Personal Performance</p> <ol style="list-style-type: none"> 1. Identifying Areas of Pedagogical Strength and Weakness 2. Evaluating the Effectiveness of Individual Lessons and Units 3. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors <p>Developing and Implementing a Professional Growth Plan</p> <ol style="list-style-type: none"> 1. Developing a Written Growth and Development Plan 2. Monitoring Progress Relative to the Professional Growth and Development Plan 	<p>DOMAIN 4: COLLEGIABILITY AND PROFESSIONALISM</p> <p>Promoting a Positive Environment</p> <ol style="list-style-type: none"> 1. Promoting Positive Interactions with Colleagues 2. Promoting Positive Interactions about Students and Parents <p>Promoting Exchange of Ideas and Strategies</p> <ol style="list-style-type: none"> 1. Seeking Mentorship for Areas of Need or Interest 2. Mentoring Other Teachers and Sharing Ideas and Strategies <p>Promoting District and School Development</p> <ol style="list-style-type: none"> 1. Adhering to District and School Rules and Procedures 2. Participating in District and School Initiatives
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Adapted from 2011 Robert J Marzano Learning Science International Document

Gadsden County Teacher Evaluation Model

Amendment A: Frequency of Observations

Request for Gadsden County Teacher Evaluation Model (GCTEM)

May 1, 2012

Gadsden County Public School District is seeking approval to amend its teacher evaluation model to reduce the number of mandatory formal and informal observations. The table below summarizes the changes desired.

Teacher Category	Current Number of Formal Observations	Proposed Number of Formal Observations	Current Number of Informal Observations	Proposed Number of Informal Observations
Category I (Less than 3 Yrs Effective Teaching Experience)	6	4	5	3
Category II (More than 3 Yrs Effective Teaching Experience)	3	2	2	1

It is the belief of both administrators and classroom teachers that the above changes in the number of observations will adequately inform the evaluation of instructional practices denoted in the 2011 approved teacher evaluation model (GCTEM). Pending FLDOE and classroom teachers' negotiation representatives' approvals, this *amendment to reduce the number of formal and informal observations* will be added to the **Gadsden County Teacher Evaluation Model** and appropriate district documentation, as an addendum.

Respectfully Submitted,

Superintendent Reginald C. James
Gadsden County Public School District
35 Martin Luther King Jr. Blvd.
Quincy, FL 32351
(850) 627-9651

Gadsden County Teacher Evaluation Model

Amendment B: Use Student Growth Measure and VAM Value

Added Model (VAM) Calculation Starting the 2013/14 School Year March

11, 2014

Florida Statue requires student learning growth, as measured by statewide assessments or district assessments for non-state assessed content areas, accounts for at least 50% of the evaluation of educators (Section 1012.34(3(a)1). Districts are also required to use Florida's Value Added Model (VAM) to calculate teacher and school effect on student learning growth. Students are expected to increase their achievement from the previous year.

In an effort to develop a fair method of incorporating student learning growth into teacher evaluations, the Florida Value Added Model accounts for factors outside the teacher's control and does not rely on a single test score. The teacher's VAM score represents their impact on student learning, after accounting for other factors that impact learning (e.g. student characteristics, classroom characteristics, and school characteristics). An example of a student characteristic would be the English Language Learner status of a student. Class size is an example of a classroom characteristic and a school's Title I status represents a school characteristic.

FLDOE provides each district with encrypted student and teacher data files which contain the VAM estimate scores. A score of "0" indicates that students performed no better or worse than expected. A positive score indicates that students performed better than expected; and a negative score indicates that students performed worse than expected. The 2013 Teacher VAM data for reading, mathematics, and Algebra will provide the foundation for calculating the following cut scores for 2013/14 VAM calculations (*). Until the state provides mandated cut scores for all districts, VAM scores will be evaluated annually to determine each subsequent year's VAM cut scores.

RATINGS	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Ratings Categories	3.5-4.0	2.5-3.49	1.5-2.49	1.0-1.49
Cut Scores*	3.0 and Above	-6.0 to 2.9	-6.1 to -19.9	-20 and below
Assigned Ratings	4	3.49	2.49	1.49

Calculating Overall Rating

- Instructional Practice Score: 50%
- VAM Estimate Rating Score: 50%

Formula: $IPS (.50) + VAM (.50) = \text{Final Rating}$
 $IPS = 2.8, VAM = 2.49$
 $2.8 (.50) + 2.49 (.50) = \text{Final Rating}$
 $1.4 + 1.2 = 2.6$
Final Rating = 2.6 = Effective Category

RATINGS	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Ratings Categories	3.5-4.0	2.5-3.49	1.5-2.49	1.0-1.49

A final rating of 2.6 is Effective.

School-wide VAM scores will not be used for any teacher (classroom or non-classroom) who is NOT assigned responsibility for ALL students in the school. Only growth data for students assigned to a teacher may be used in evaluations. Should a teacher provide instruction to students in more than one FCAT assessed content area (e.g. 4th and 5th grade reading and math or 7th and 8th grade middle school math and Algebra I), the principal and the teacher shall determine which VAM scores will be applicable to the teacher's

Gadsden County Teacher Evaluation Model

evaluation before VAM scores are released by the Florida Department of Education (and no later than May 30th of each school year). Until end-of-course exams have been developed for non-State assessed content, other measures will be used to evaluate the student growth of teachers not receiving VAM data (e.g. FAIR, Percent of 3rd graders scoring proficient on FCAT Reading and/or Math, or Percent of students passing P.E.R.T. or an equivalent assessment such as the ACT or SAT). The table below summarizes Student Growth Measures that will be used for the 2013/14 School Year.

Grade	FCAT Tested Subject Area		Non FCAT Tested Area
K	• -	or	• FAIR: % Scoring Age/Grade Appropriate
1	• -	or	• FAIR: % Scoring Age/Grade Appropriate
2	• -	or	• FAIR: % Scoring Age/Grade Appropriate
3	• % Scoring Proficient for Grade 3	or	• % Scoring Proficient in Reading (Only for Students Enrolled with Teacher)
4	• FLDOE Provided VAM (Reading and Math) • % Scoring Proficient in Writing	or	• % making gains in Reading (Only for Students Enrolled with Teacher)
5	• FLDOE Provided VAM (Reading and Math) • % Scoring Proficient in Science	or	• % making gains in Reading (Only for Students Enrolled with Teacher)
6			• % Making Gains in Reading (Only for Students Enrolled with Teacher)
7	• FLDOE Provided VAM (Reading and Math or Algebra)	or	• For Counselors, Media Specialists, and Administrators use overall % making gains in reading.
8	• % Students scoring proficient on EOC • % Scoring Proficient in Science • % Scoring Proficient in Writing		• Academic Coaches use % making gains in their content
9	• FLDOE Provided VAM (Reading and Math or Algebra) • % Scoring Proficient in Science	or	• % Making Gains in Reading (Only for Students Enrolled with Teacher) • For Counselors, Media Specialists, and Administrators use overall % making gains in reading.
10	• % Students scoring proficient on EOC • % Scoring Proficient in Writing	or	• Academic Coaches use % making gains in their content
11	% Students scoring proficient on EOC	or	• % Passing FCAT Retakes, PERT, ACT, or SAT (Only for Students Enrolled with Teacher)
12	% Students scoring proficient on EOC	or	• % Passing FCAT Retakes, PERT, ACT, or SAT (Only for Students Enrolled with Teacher)

Rubenstein

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 11f

DATE OF SCHOOL BOARD MEETING: March 24, 2015

TITLE OF AGENDA ITEM: Principal/Assistant Principal and Non-Classroom Instructional Staff Evaluation Tool 2014-2015

DIVISION: K-12 Education

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

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

Pursuant to Florida Statute 1012.34, Gadsden County Public School District has established procedures for evaluating the performance of duties and responsibilities of all administrative and non-classroom instructional personnel. The intention of these procedures is to comply with state law and to increase student learning growth by improving the quality of administrative and instructional practices.

FUND SOURCE:

AMOUNT: NA

PREPARED BY: Dionne Mathews-Nelloms *DWN*

POSITION: Supervisor of Curriculum & Instruction

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 _____

Principal/Assistant Principal and Non Classroom
Instructional Staff Evaluation Tool



2014-15

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I. PERFORMANCE OF STUDENTS ELEMENTS

Student Learning Growth Based on Statewide Assessments Results

Gadsden County School Board Policies, 6.40 and 6.41 (Appendix A), outline procedures for the Assessment of Employees (BP6.40) and Instructional Employee Performance Criteria (BP6.41). In summary, these policies state that *the Superintendent shall develop or select a personnel performance assessment system for all staff and that he or his designee shall develop and present, for School Board approval, instructional employee performance criteria and/or measures*. Such performance criteria and/or measures shall be consistent with statutory requirements, but may include additional elements as deemed appropriate (Appendix B – SB736). Gadsden’s Board policies are consistent with state statutes and will be revised as relevant subsequent Florida Statutes are developed and/or revised. Florida Statutes informing the Board Policies regarding evaluation and employee performance criteria include but are not limited to F.S. 1001.41, 1008.22, 1008.36, 1012.22, 1012.23, 1012.27, and 1012.34.

The Gadsden County School Leaders/Non-classroom Teacher Evaluation Model proposed in this document is consistent with Florida Principal Leadership Standards (Appendix C), Florida Educator Accomplished Practices (Appendix D), the Gadsden Teacher Evaluation Model (<http://www.gcps.k12.fl.us/>), statutes governing instructional personnel evaluation (Appendix D - 6A-5.065, Appendix E - 6A-5.030), and the Florida School Leader Assessment (FSLA – Appendix G) model. The focus of the School Leaders/Non-classroom Teacher Evaluation Model is student outcomes and professional practice. State assessment data and the associated state-adopted learning growth model adopted in Rule 6A-6.0411 are used in the evaluation of school leaders and non-classroom teachers, which include academic coaches, guidance counselors, and media specialists.

Regardless of the number of years of data, fifty percent (50%) of school leaders and non-classroom teacher evaluations is based on professional practices and 50% is based on the state-adopted learning growth model. See Table 1 below.

Table 1: Inclusion of Student Performance Data in Evaluation Process

Employee Group	Student Performance Component		
	Year 1 2012/13	Year 2 2013/14	Year 3 2014/15
Principal/Asst. Principal	50% Student Performance (School-wide Gains Performance)/50% Professional Practice	50% Student Performance (School-wide Gains Performance)/50% Professional Practice	50% Student Performance (School-wide Gains Performance)/50% Professional Practice
Reading Coach	50% Student Performance (Reading Gains Performance)/50% Professional Practice	50% Student Performance (School-wide Gains Performance)/50% Professional Practice	50% Student Performance (School-wide Gains Performance)/50% Professional Practice
Math Coach	50% Student Performance (Math Gains Performance)/50% Professional Practice	50% Student Performance (Math Gains Performance)/50% Professional Practice	50% Student Performance (Math Gains Performance)/50% Professional Practice
Science Coach	50% Student Performance (Science Gains Performance)/50% Professional Practice	50% Student Performance (Science Gains Performance)/50% Professional Practice	50% Student Performance (Science Gains Performance)/50% Professional Practice
Guidance Counselor	50% Student Performance (School-wide Gains Performance)/50% Professional Practice	50% Student Performance (School-wide Gains Performance)/50% Professional Practice	50% Student Performance (School-wide Gains Performance)/50% Professional Practice
Media Specialist	50% Student Performance (Reading Gains Performance) 50% Professional Practice	50% Student Performance (Reading Gains Performance) 50% Professional Practice	50% Student Performance (Reading Gains Performance) 50% Professional Practice

Number of Years of Student Learning Growth Data Applied to Evaluations

The 2012/13 school year launched the practice of including the current year of student performance data in school leader/non classroom teacher evaluations. Year two student performance data component of the evaluation may be the current year student performance data or an average of years one and two, depending on which is higher. Year three student performance data component may be the current year student performance data or an average of years one, two, and three, depending on which is higher. Subsequent years of student performance data component may be the current year student performance data or an average of the three most recent years of student performance data, depending on which is higher. The current year of student performance data is always included as a component of school leaders and non classroom teacher evaluations.

II. INSTRUCTIONAL OR LEADERSHIP PRACTICE ELEMENTS

Research Framework that Supports Student Learning and Effective Instruction

Gadsden County has selected the Florida School Leader Assessment model as the evaluation tool for school leaders. The non-classroom teacher evaluation tool mirrors the FLDOE School Leader Assessment with emphasis on the responsibilities aligned to specific job descriptions. All evaluations are based on research that supports preferred methods and strategies for student

learning and faculty development and are appropriately aligned with the Florida Educator Accomplished Practices (FEAPs), Rule 6A-5.065, F.A.C., or the Florida Principal Leadership Standards (FPLS), Rule 6A-5.080, F.A.C. Evaluation models reflect contemporary research as defined in Florida's Common Language of Instruction (found on www.fldoe.org/profdev/pa.asp and www.floridaschoolleaders.org) and they reflect research that is aligned with the purpose of the Student Success Act (Section 1012.34 (a), F.S.). Appendix E provides a brief summary of the contributions of research conducted by Danielson, Hattie, Haystead, Marzano, Miller, Reeves, and Robinson to FLDOE evaluation model criteria.

Observation and Feedback Instrument(s)

Gadsden has adopted the Florida School Leader Assessment (FSLA) model to evaluate school leaders. FSLA model consists of four (4) domains, ten (10) proficiency areas, and forty-five (45) indicators that are organized into long and short form observation and feedback tools. See Table 2 below.

Table 2: Summary of FSLA Domains

Domain	Proficiency	Indicators
D1: Student Achievement	PA1-Student Learning Results	1.1 Academic Standards 1.2 Performance Data 1.3 Planning and Goal Setting 1.4 Student Achievement Results
	PA2-Student Learning as a Priority	2.1 Learning Organization 2.2 School Climate 2.3 High Expectations 2.4 Student Performance Focus
D2: Instructional Leadership	PA3-Instructional Plan Implementation	3.1 FEAPs-Florida Educators Accomplished Practices 3.2 Standards-based Instruction 3.3 Learning Goals Alignments 3.4 Curriculum Alignments 3.5 Quality Assessments 3.6 Faculty Effectiveness
	PA4-Faculty Development	4.1 Recruitment and Retention 4.2 Feedback Practices 4.3 High Effect Size Strategies 4.4 Instructional Initiatives 4.5 Facilitating and Leading 4.6 Faculty Development Alignments 4.7 Actual Improvement
	PA5-Learning Environment	5.1 Student Centered 5.2 Success Oriented 5.3 Diversity 5.4 Achievement Gaps
D3: Organizational Leadership	PA6-Decision Making	6.1 Prioritization Practices 6.2 Problem Solving 6.3 Quality Control 6.4 Distributive Leadership 6.5 Technology Integration
	PA7-Leadership Development	7.1 Leadership Team 7.2 Delegation 7.3 Succession Planning 7.4 Relationships
	PA8-School Management	8.1 Organizational Skills 8.2 Strategic Instructional Resourcing Collegial Learning Resources
	PA9-Communication	9.1 Constructive Conversations 9.2 Clear Goals and Expectations 9.3 Accessibility 9.4 Recognitions
D4: Professional and Ethical Behavior	PA10-Professional and Ethical Behavior	10.1 Resiliency 10.2 Professional Learning 10.3 Commitment 10.4 Professional Conduct

Rubrics for Distinguishing Among Proficiency Levels in the Practice Elements

The Florida School Leader Assessment (FSLA) is the evaluation model selected by Gadsden County. Consequently, FSLA rubrics are used for distinguishing among proficiency levels. Using these rubrics, school leaders and non classroom teachers are formatively and summatively evaluated as highly effective, effective, needs improvement, or unsatisfactory. Individuals designated as *highly effective* demonstrate actions relevant to specific indicators that exceed effective levels and constitute models of proficiency for others. Individuals designated as *effective* demonstrate actions relevant to specific indicators that are sufficient and appropriate reflections of quality work with only normal variations. Individuals designated as *needs improvement* demonstrate actions relevant to specific indicators that are inconsistent with or of insufficient scope to proficient performance. Individuals designated as *unsatisfactory* demonstrate actions relevant to specific indicators that are minimal, not occurring, or are having an adverse impact on the learning environment.

Scoring/Weighting System

The FSLA scoring system is used to evaluate school leaders and non classroom teachers. Summative performance is based on 50% leadership practice score and 50% student growth measure score. Using this system, each of the leadership practice domains has the following weights: Domain 1 – 20%, Domain 2 – 40%, Domain 3 – 20%, and Domain 4 – 20%, which accounts for 80% of the leadership practice score. Deliberate practice makes up the remaining 20% of the leadership practice score. The student growth measure score is based on the overall performance school performance score (e.g. principals, assistant principals, counselors) or the overall specific FSA/FCAT/EOC performance (e.g. content area coaches and media specialist).

III. PROFESSIONAL AND JOB RESPONSIBILITY ELEMENTS

Professional Responsibility and Ethical Conduct and Behavior Indicators

Professional responsibility and ethical conduct and behavior are covered under Domain 4 indicators of FSLA. Per FSLA, these indicators are based on the FEAPs, Rule 6A-5.065, F.A.C., and FPLS, Rule 6A-5.080, F.A.C. Gadsden County educators are expected to demonstrate personal and professional behavior consistent with quality practices in education. As community leaders, they are expected to stay informed regarding current research in education and to demonstrate their understanding of the research. Gadsden County educators are expected to engage in professional development opportunities that improve personal professional practices and align with the school site and district system-wide strategic student achievement objectives.

Monitoring Administrators Feedback to Instructional Personnel

School leaders and other appropriate staff (e.g. academic coaches) are expected to implement recurring monitoring and feedback processes to ensure priority learning goals are based on FLDOE adopted student academic standards as defined in course descriptions. Indicators for monitoring and timely feedback to instructional personnel on their proficiency are embedded in the FSLA process under Domain 2 and are also a part of the Gadsden County Classroom Teacher Evaluation Model (<http://www.gcps.k12.fl.us/>). Formal and informal observations outlined in the classroom teacher evaluation model allow leaders and academic coaches to monitor the effectiveness of classroom teachers.

Weighting and Scoring of Indicators on Professional and Job Responsibilities

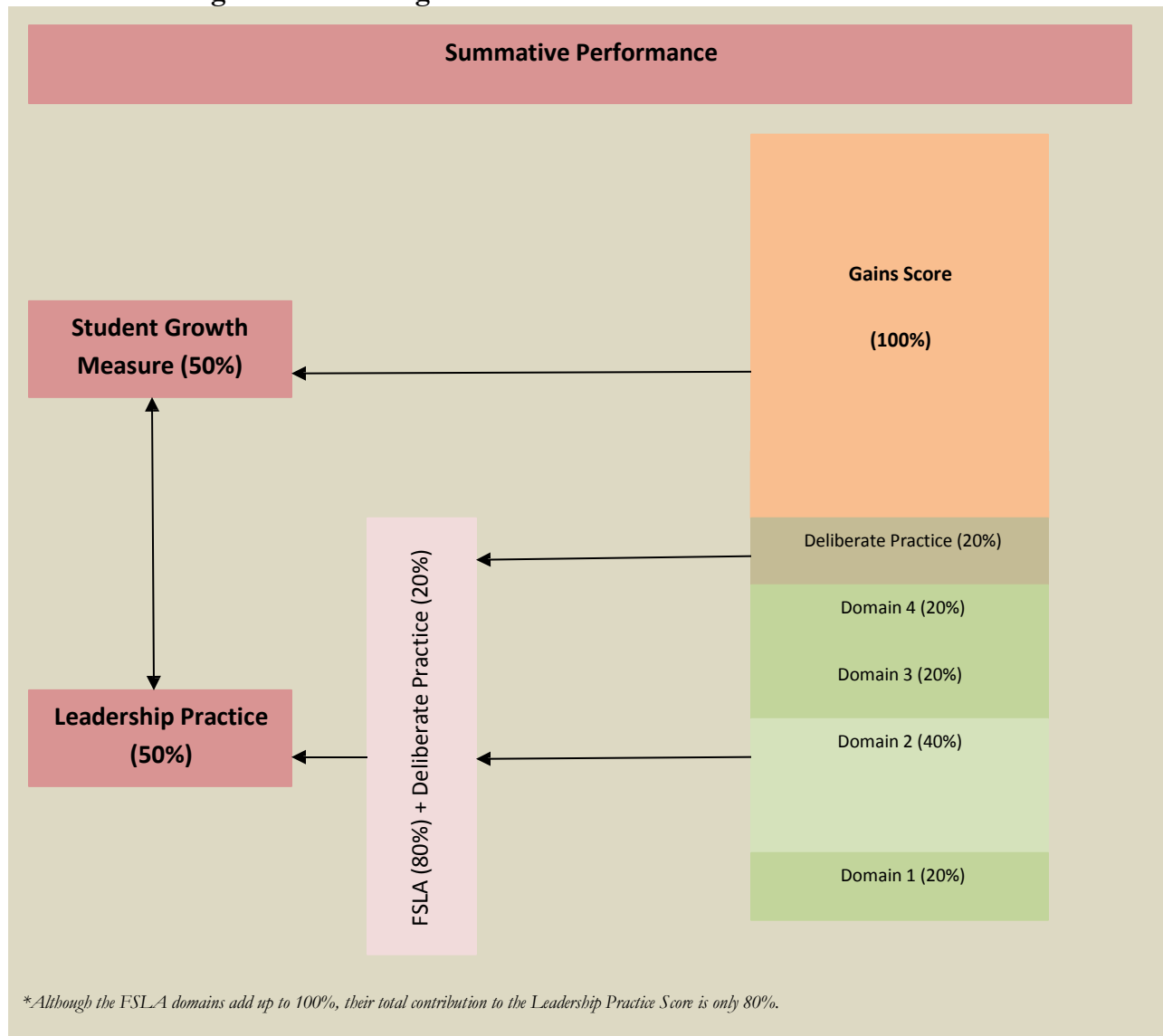
The Florida School Leaders Assessment (FSLA) model assigns different weights to each of the four domains. Domain 1, Student Achievement, accounts for 20% of the FSLA score. Domain 2, Instructional Leadership, accounts for 40% of the FSLA score. Domain 3, Organizational

Leadership, accounts for 20% of the FSLA score. Domain 4, Professional and Ethical Behaviors, accounts for 20% of the FSLA score.

IV. Summative Evaluation Form(s) and Scoring and Weighting Systems that Define How Student Growth Measures and Proficiency Levels are Calculated and Combined to Obtain a Summative Performance Level

The percentages that each domain contributes to the FSLA score equal 80% of the overall leadership practice score. Deliberate practice accounts for the other 20% of the leadership practice score; and the combined FSLA and deliberate practice scores equate to 50% of the final summative evaluation. The remaining 50% of the summative evaluation is derived from the student growth measure score. See diagram below.

Diagram 1: Percentage Breakdown of Summative Performance Score



Section VII provides more specific information regarding how to calculate the annual performance score.

V. STATEMENT OF PURPOSE CONSISTENT WITH THE PURPOSE FOR EVALUATION SYSTEMS AS EXPRESSED IN SECTION 1012.34(1)(a),F.S.

The intention of these procedures is to increase student learning growth by improving the quality of instructional, administrative, and supervisory practices. A core belief of Gadsden County Public School District is that public education should provide well-rounded learning experiences that “build a brighter future” for all children. Hence, the rationale driving the Gadsden County Teacher Evaluation Model (GCTEM) and the School Leaders/Non Classroom Teacher Evaluation model is effectively shaping, forming, and improving teacher practices will ensure that students receive high-quality instruction. It is the District’s vision that research-based processes for improving instructional practices, strategic planning, reflection on teaching and professionalism, will increase teacher instructional expertise from year to year. In turn, this will produce sustained gains in student learning.

Student learning outcomes are the foci of the district’s evaluation processes. The instructional and leadership practices that support improving student learning outcomes are grounded in the research of educational leaders such as Robert Marzano, Charlotte Danielson, Douglas Reeves, John Hattie, and Vivian Robinson.

VI. MULTIPLE MEASURES THAT INFORM IMPROVEMENT PROCESSES AND EVALUATION DECISIONS

Multiple measures are used to inform the improvement processes and evaluation decisions. Such measures include but are not limited to evidence presented during evaluation conferences, district formative assessment data, instructional audit data, and individual professional development plans and follow-up. Feedback from parent, student, and teacher surveys and input from relevant

district level administrators also inform appropriate components of the Florida School Leader Assessment.

VII. Performance Levels and the Rubric(s) Used to Differentiate between Performance Levels

School Administrator Performance Evaluation

Gadsden County's school administrator performance evaluation is based upon the performance of students assigned to their schools [1012.34(3), F.S.] At least 50 percent of a performance evaluation is based upon data indicators of student learning growth assessed annually by statewide assessments or, for subjects and grade levels not measured by statewide assessments, by district assessments as provided in s. 1008.22.

The Deliberate Practice (DP) Score constitutes 20% of the Leadership Practice Score. The Deliberate Practice Score has two to six specific growth targets with progress points. The targets have equal weight upon which the leader's growth is assessed as Highly Effective, Effective, Needs Improvement, or Unsatisfactory. Tables 3, 4, and 5 summarize how the Deliberate Practice Score is calculated (See Section 2 of the FSLA Scoring Guide).

Table 3: DP Growth Target Rating Rubric

Scoring a DP Growth Target	Rating Rubrics
Highly Effective	Target met, all progress points achieved, and verifiable improvement in leaders performance
Effective	Target met, progress points achieved . . . impact not yet evident
Needs Improvement	Target not met but some progress points met
Unsatisfactory	Target not met, nothing beyond 1 progress point

Table 4: Impact of Number of Growth Targets

Number of Growth Targets	Maximum Points per Target	Maximum Point Range
Two Targets	150 (300/2)	300 (150 x 2)
Three Targets	100 (300/3)	300 (100 x 3)
Four Targets	75 (300/4)	300 (75 x 4)
Five Targets	60 (300/5)	300 (60 x 5)
Six Targets	50 (300/6)	300 (50/ x 6)

** A DP Score has an upper limit of 300 points with each target having an equal proportion of the total points. Therefore the points for each target will vary based on the number of targets.*

Table 5: Target Values Based on Ratings

Rating	Point Values	If 2 Targets	If 3 Targets	If 4 Targets	If 5 Targets	If 6 Targets
HE	Max Points	150	100	75	60	50
E	.80 of Max	120	80	60	48	40
NI	.5 of Max	75	50	37.5	30	25
U	.25 if some progress	37.5	25	18.75	15	12.5
U	.0 if 1 progress stage	0	0	0	0	0

** The target values are based on Rating (HE, E, NI, or U) and the Number of Growth Targets.*

Tables 6 and 7 provide an example for calculating a Deliberate Practice Score (See Section 2 of the FSLA Scoring Guide).

Table 6: DP Points Based on Three Targets

DP Target	Rating	Points (based on Table 11)
DP Target 1	HE	100
DP Target 2	E	80
DP Target 3	NI	50
DP Score		230

**Points available vary based on the total number of growth targets. See Table 11.*

Table 7: DP Score Range

DP Score Range	DP Rating
240-300	Highly Effective
161-239	Effective
41-160	Needs Improvement
0-40	Unsatisfactory

Based on the above example from FLDOE Scoring Guide, a Deliberate Practice Score of 230 equates to an Effective leader. The DP score is then calculated to represent 20% of the Leadership Practice Score, which is 50% of the overall evaluation.

Calculating the VAM – Value Added Model

School Leaders and Non Classroom Teachers Evaluation

Amended Documentation for Value Added Model Calculation

Florida Statute requires student learning growth, as measured by statewide assessments or district assessments for non state assessed content areas, accounts for at least 50% of the evaluation of educators (Section 1012.34(3)(a)1). Districts are also required to use Florida's Value Added Model (VAM) to calculate educators' affect on student learning growth. Students are expected to increase their achievement from the previous year.

In an effort to develop a fair method of incorporating student learning growth into school leaders and non classroom teachers' evaluations, the Florida Value Added Model accounts for factors outside the educator's control and does not rely on a single test score. The educator's VAM score represents their impact on student learning, after accounting for other factors that impact learning (e.g. student characteristics, classroom characteristics, and school characteristics). An example of a student characteristic would be the English Language Learner status of a student. Class size is an example of a classroom characteristic and a school's Title I status represents a school characteristic.

FLDOE provides each district with encrypted student and teacher data files which contain the VAM estimate scores. A score of "0" indicates that students performed no better or worse than expected. A positive score indicates that students performed better than expected; and a negative score indicates that students performed worse than expected. The District Aggregation VAM data (1yr) for reading, mathematics, and Algebra provided the foundation for calculating the following cut scores.

VAM calculations (*). Until the state provides mandated cut scores for all districts, VAM scores will be evaluated annually to determine each year's VAM cut scores.

RATINGS	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Ratings Categories	3.5-4.0	2.5-3.49	1.5-2.49	1.0-1.49
Cut Scores*	1.50 and Above	-.19 to 1.49	-.2 to -1.49	-1.5 and below
Assigned Ratings	4	3.49	2.49	1.49

Calculating Overall Rating

- ☐ Professional Practice Score:
50%
- ☐ VAM Estimate Rating
Score: 50%

Formula: PPS (.50) + VAM (.50) = Final
 Rating

IPS = 2.8, VAM = -.34

2.8 (.50) + -.34 (.50) = Final Rating

1.4 + -1.2 = .2

Final Rating = .2 = Effective Category

RATINGS	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Ratings Categories	3.5-4.0	2.5-3.49	1.5-2.49	1.0-1.49

A final rating of .2 (=3.49) is Effective.

VIII. INPUT MECHANISMS

Identification of Supervisory Personnel Performing Evaluations

School leaders and non-classroom teachers are evaluated by the Superintendent or his designee as their immediate supervisor.

Parent Input

Annual parent surveys may be used to inform relevant components of school leaders' and non classroom teachers' leadership practice scores. Parent feedback and complaints that are submitted to district leadership also inform the leadership practice score.

Faculty Input

Annual faculty surveys may be used to inform relevant components of school leaders' and non classroom teachers' leadership practice scores. Faculty feedback and complaints that are submitted to district leadership also inform the leadership practice score.

Identification of any Persons Other than Parents, or Instructional Personnel with Input to the Evaluation

Annual student surveys may be used to inform relevant components of school leaders' and non classroom teachers' leadership practice scores. Feedback from district level administrators may also inform the leadership practice score.

Description of Use of a Peer Assistance Process Where Used in the Evaluation Process

Beginning and struggling school leaders and non-classroom teachers are provided qualified peer mentors and relevant professional development to improve their professional practices. Individuals designated as a peer mentor are required to hold a certification in school leadership and a minimum of three years of effective performance as a school leader or the appropriate non classroom teacher category.

IX. TRAINING

Systemic Processes of Providing Information on What Administrators Should Know and Be Able to Do Based on Evaluation System

All employees subject to an evaluation are annually trained on evaluation criteria and processes. All individuals with evaluation responsibilities and those who provide input toward evaluations are annually trained on the proper use of the evaluation tool, criteria, and procedures. Such trainings occur no later than the end of the first thirty days of the school year and/or employment and may include site, district, regional (e.g. PAEC) or state level training opportunities.

Systemic Processes for Providing Initial Training and Continuously Improving the Capacities of Workforce and Evaluators

To facilitate understanding and implementation of the performance expectations in evaluation system indicators, systematic processes to provide initial training and continuously improve the capacities of school leaders and teachers have been developed. Florida's common language for instruction found at www.fldoe.org/profdev/pa.asp informs the training processes identified in Table 14.

Table 14: Evaluation Models Training Schedule

Evaluation Tool	Group	Initial Training	Annual Training
GCTEM-Gadsden County Teacher Evaluation Model	School and District Administrators	GCPS Summer Leadership Workshop	Summer DLT Meeting
GCTEM-Gadsden County Teacher Evaluation Model	Classroom Teachers	Within the first 10 days of the work year	Within the first 10 days of the work year (School Site)
FSLA – Florida School Leaders Assessment	School and District Administrators	GCPS Summer Leadership Workshop PAEC Regional Training	Summer EMT Meeting
Non-Classroom Teachers Assessment	School Administrators	GCPS Summer Leadership Workshop	Summer DLT Meeting
Non-Classroom Teachers Assessment	Guidance Counselors Academic Coaches Media Specialist	GCPS Summer Trainings	Within the first 10 days of the work year (School Site)

District Process for Providing Training Programs that are Based Upon Guidelines Provided by the Department to Ensure that All Individuals with Evaluation Responsibilities Understand the Proper Use of the Evaluation Criteria and Procedures

In order to ensure that all individuals with evaluation responsibilities understand the proper use of evaluation criteria and procedures, training programs are based upon the guidelines provided by FLDOE. Training programs include the following elements:

- Philosophy, research, and statutes that constitute the foundation of evaluation tools and procedures.
- Assessment components such as timelines, domains, and indicators.
- Conference protocols.
- Documentation tools and processes.
- Assistance and intervention procedures.
- Scoring rubrics and processes.
- Record keeping.

X. CONTINUOUS IMPROVEMENT AND PROFESSIONAL DEVELOPMENT

Use of Performance Evaluation Results to Develop District/School Level Improvement Plans

The district and school improvement plans are developed through needs assessment of data: student performance data, instructional personnel evaluation data and principal evaluation data. Results of personnel evaluations will be used to determine professional learning needs of the district, school, and individual. School improvement plans will consider student performance achievement and the strengths and needs of personnel in the development of action plans, with improved student performance being the guiding goal.

Continuous Quality Improvement of Professional Skills of Instructional Personnel and School Administrators

Continuous improvement and professional growth are the guiding philosophy of Gadsden County Public School District evaluation systems. Feedback to personnel and professional conversations between all stakeholders are critical to professional growth and the continuous improvement professional learning communities. District evaluation systems, student achievement data, school improvement plans, and district-wide strategic plans all inform the district's professional development plan in ways that lead to continuous quality improvement of instructional and leadership personnel professional skills.

Through the evaluation process, school leaders are provided with timely feedback to support improvement of professional skills needed for effective job performance. Evaluators gather data on specific elements of the Florida School Leader Assessment (FLSA), using rubrics to guide reflective feedback. Feedback is used to improve the quality of future actions or depth of understanding on performance expectations.

The procedures for providing school leaders with feedback that supports improvement in performance are as follows:

- During Step 1, or the Orientation, each school leader engages in personal reflection on the connection between his/her practice, the FPLS, and indicators on the FLSA. This may be completed on the Florida School Leaders Principal Leadership Standards Inventory, when revision to the revised FPLS is completed. Pre-evaluation planning includes the use of the self-assessment and other data or evidence that supports an issue as an improvement priority (e.g. School Improvement Plan, student achievement data, prior evaluations, and evidence of systemic processes that need work). At the Initial Meeting, the school leader and evaluator meet to discuss expectations. The evaluator uses data to provide feedback on strengths and growth needs for the leader to consider in development of the Individual Leadership Development Plan (ILDLP).
- A Mid-year Progress Review is held between the school leader and observer. During this review the school leader is prepared to provide a general overview of actions/processes that apply to domains and proficiency indicators. Strengths and progress are recognized and priority growth needs are recognized. The FSLA Feedback and Protocol Form is used to provide feedback on all indicators for which there is sufficient evidence to rate proficiency. Any indicators which the evaluator has identified for a specific status update are reviewed and more specific feedback is provided. Throughout the year, as evidence and observations are obtained that generate specific and actionable feedback, it is provided in a timely manner through face-to-face contact, FSLA feedback forms, email or telephone, or memoranda.

- A year-end meeting is held between the school leader and evaluator in which the FSLA score is explained, and growth on specific targets is reviewed. Priority growth issues that are identified as a result of the FSLA score and that should be considered as a part of the next year's Individual Leadership Development Plan/Deliberate Practice are reviewed.

The Deliberate Practice Growth Target form, as part of the state model, is used for the Individual Leadership Development Plan. As the *Florida School Leaders William Cecil Golden Leadership Development Program Individual Leadership Development Plan* process is revised to reflect the Florida Leadership Standards and contains the framework of Deliberate Practice, the Individual Professional Leadership Plan on this resource will be utilized.

The district monitors the implementation of these processes through documentation of signatures on the Individual Leadership Development Plan and on the Mid-Year Review Form by the school leader and evaluator, and through documentation of the collection of evidence and feedback. This documentation may be compiled in a portfolio by the school leader.

The criteria for assessing the impact of professional development include analysis of evaluation results and student growth results. Professional learning for school leaders is developed with district and individual needs as they relate to the Florida Leadership Standards and proficiency areas and indicators of the FSLA. Analysis of specific professional development activities that relate to specific proficiencies and indicators are done to assess the impact on leadership proficiency and to determine if targets were obtained. District-level staff uses data from evaluation results, student performance, and the school improvement plan to assess impact and compile a comparison report. This data is used to plan for future professional learning activities.

Use of Performance Evaluation Results to Develop Professional Development Plans

The district uses approved performance evaluation instruments to identify professional development needs of district educators, which also include school leaders. The district leadership evaluation process is based upon the Florida Staff Development Protocol Standards and utilizes elements from the *Florida Principal Leadership Standards*, student performance data and other relevant data. Results from summative evaluations are analyzed to identify professional development needs and *Individual Leadership Plan* may be developed to target identified needs.

At the District level, in planning the content for professional development activities system-wide, the following non-exhaustive list of things may be included but not limited to:

- District wide student performance data
- District grade and ranking
- District wide graduation rate
- District Improvement and Assistance Plan
- District Master Inservice Plan
- District Strategic Plan
- Florida Principal Leadership Standards

At the school level, in planning the content for professional development activities system-wide, the following non-exhaustive list of content may be included but not limited to:

- Research proven instructional strategies
- Core content curriculum
- Graduation rates
- Promotion rates
- Learning gains
- Performance of disaggregated sub-groups
- Participation in accelerated courses
- School grade
- School Improvement Plan
- Summative teacher evaluation results

At the educator level, in planning the content for professional development activities system-wide, the following additional non-exhaustive list of professional development content may be included but not limited to:

- Summative teacher evaluation results
- School-wide VAM score
- Self-assessment
- Identified priority growth issues

Coordination of Evaluations, School Improvement and Professional Development Planning, Data Collection and Analysis, and Impact Monitoring

The District uses data from the evaluation systems, School Improvement Plans, professional development activities, and other relevant data sources to evaluate their impact on student achievement. An analysis of this data and other relevant information is used to assist in the development of the District Improvement Plan and to develop educators' professional learning activities.

Evaluation System Feedback and Continuous Improvement Processes

Using student data and evaluation results from the previous year to develop goals and objectives for professional development and improve student achievement for the current school year, Leadership Professional Development Plans (LPDP) are created during the first four weeks of the school year. LPDPs are discussed and decided upon by the administrator and their supervisor. This collaboration determines the amount of professional development that is needed to assist the administrator in improving their professional practice. If a growth area is identified at any time during the school year, the evaluator and the administrator establish formal and informal conferences to clarify expectations, discuss and identify support strategies, and to establish benchmarks for improvement. The purpose of this type of feedback and continuous improvement process is to ensure that growth areas are promptly identified and administrators are supported in

ways that result in the continued and/or improved academic achievement of all students. Annual trainings have been established to ensure all district evaluation systems are effectively implemented.

Monitoring and Evaluating the Evaluation System

As required in 1012.34(2)(h) and subsection (6) of this rule, processes are established for monitoring and evaluating the effectiveness of district evaluation systems. Respective evaluation committees will annually review evaluation systems. Annual reviews will consider recommendations from relevant stakeholders (e.g. evaluators, individuals evaluated, district administrators, negotiation teams, legislative changes, etc.) to revise evaluation systems as needed. Revisions to district evaluation models are to be submitted to appropriate Florida Department of Education (FLDOE) personnel by FLDOE specified deadlines. Revisions to evaluation models are disallowed without appropriate district and FLDOE approval.

All school leader, non classroom teacher, and classroom teacher evaluations are completed no later than two weeks after the receipt of school performance data. District administrators designated by the Superintendent (e.g. Assistant Superintendent, Personnel Director, K12 Director, etc.) monitor the timely completion of evaluation per the timelines outlined in each model. District administrators designated by the Superintendent also monitor the personnel file documentation of all district evaluations. See Table 15 for the FSLA Seven Step Timeline.

Table 15: FSLA Seven Step Timeline

Step	Description	Occurrence
Step 1	Orientation	Summer 2014 (June, July)
Step 2	Pre-evaluation Planning	No Later Than September 30
Step 3	Initial Meeting between Evaluatee and Evaluator	No Later Than October 30
Step 4	Monitoring, Data Collection, and Application to Practice	On-going
Step 5	Mid-year Progress Review between Evaluatee and Evaluator	No Later Than February 28
Step 6	Consolidated Performance Assessment	No Later Than 10 Days After Receipt of Performance Data
Step 7	Year-end Meeting between Evaluatee and Evaluator	No Later Than 20 Days After Receipt of Performance Data

XI. ANNUAL EVALUATION

School leaders and non classroom teachers are evaluated annually. Should areas of improvement become apparent, it is the evaluator's responsibility to initiate a conference cycle that results in increased monitoring, collaborative development of training and support strategies, revisions of individual professional plans, and peer assistance where appropriate.

XII. REPORTING PROCESSES THAT MEET THE REQUIREMENTS OF SUBSECTION (7) OF THIS RULE

All Florida Department of Education approved district evaluation documents are posted at <http://www.gcps.k12.fl.us/>. This website posting provides access to approved evaluation components, including the FSLA evaluation model and the district narrative documenting compliance with FLDOE *Review and Approval Checklist for Instructional Personnel and School Administrator Evaluation Systems*.

Annual reports regarding the status of the district evaluation system implementation are provided to the Superintendent and Governing School Board. These reports will entail an analysis of evaluation systems' data as it relates to 1) school leader/teacher performance and student achievement data at each school site; 2) targeted professional development needs; 3) focus of district resources including personnel and monetary; 4) revision of evaluation models; and 5) revision of key district plans that directly or indirectly impact student achievement (e.g. District Improvement Plan, District Professional Development, and District Strategic Plan).

XIII. SPECIAL PROCEDURES

Special evaluation procedures and criteria are necessary for the non classroom teacher positions which include academic coaches, guidance counselors, and media specialists. These instructional positions consist of individuals classified as classroom teachers but whose job description does not involve a substantial amount of direct classroom instruction nor does the level of instructional leadership rise to the level of a school leader such as a school principal or an assistant principal. Academic coaches, guidance counselors, and media specialists are subject to the criteria established under SB736 and therefore, their evaluation processes are appropriately aligned with the Florida Educator Accomplished Practices (FEAPs), Rule 6A-5.065, F.A.C., or the Florida Principal Leadership Standards (FPLS), Rule 6A-5.080, F.A.C. The evaluation models for these instructional categories also reflect contemporary research as defined in Florida's Common Language of Instruction (found on www.fldoe.org/profdev/pa.asp and www.floridaschoolleaders.org) and they reflect research that is aligned with the purpose of the Student Success Act (Section 1012.34 (a), F.S.). Although each evaluation model contains its specific four domains, proficiencies, and indicators based on the current performance appraisal; per

SB736 and RTTT requirements, each evaluation tool will have the following evaluation performance levels:

- Highly Effective – performance exceeds the criteria
- Effective – performance meets the criteria
- Needs Improvement – performance requires additional attention to assure an accepted level of proficiency
- Unsatisfactory – performance does not meet the criteria established.

Guidance Counselor

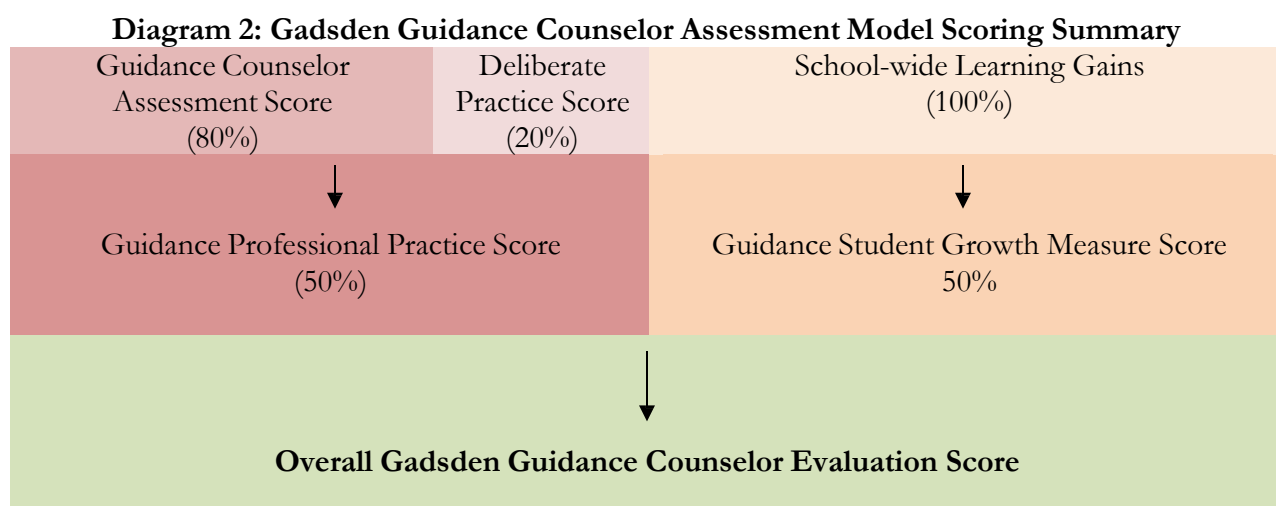
The foundation of services provided by Gadsden’s guidance and counseling services is the belief that “counseling and guidance promotes readiness for student achievement” (Florida’s School Counseling and Guidance Framework - http://www.fldoe.org/workforce/programs/cd_guide.asp). Effective comprehensive guidance and counseling programs consist of strategies that address readiness for student achievement by focusing on readiness to learn, learning in the curriculum, and measures of student achievement. In this context, the job goal of Gadsden’s guidance counselors is to provide students with educational, personal and vocational counseling and to identify and coordinate all available resources to empower students to reach their full potential.

As with the school leaders’ evaluation tool, the Gadsden’s Guidance Counselor Evaluation tool consists of four domains: Domain 1 - Student Achievement, Domain 2 - Instructional Support, Domain 3 - Organizational Leadership, and Domain 4 - Professional and Ethical Behaviors. Table 16 summarizes how the Guidance Counselor evaluation domains are organized into the following proficiency and indicators.

Table 16: Summary of Guidance Counselor Evaluation Domains

Domain	Proficiency Areas	Indicators
Domain 1: Student Achievement (20%)	PA 1 – Planning/Preparation PA 2 – Intervention/Direct Services PA 3 – Student Growth/Achievement	1.1 Development of Guidance Programs 1.2 Establishment of Short and Long Range Plans 1.3 Communication of Goals and Services 1.4 Establishment of Priorities for Student Services 2.1 Provide Counseling 2.2 Recognition of Cultural Differences 2.3 Recognition of Student Distress 2.4 Student and Parent Orientation 2.5 Provision of Interventions for At-risk Students 2.6 Implementation of Programs for Career Awareness 3.1 Review of Student Records and Indicators 3.2 Collaboration with Others
Domain 2: Instructional Support (40%)	PA 4 – Collaboration PA 5 – Staff Development	4.1 Consult with Students, Parents, Teachers and Others 4.2 Work Effectively with Parents 4.3 Serve as Advocate for Students 5.1 Establish Effective Working Relationships 5.2 Conference with Others
Domain 3: Organizational Leadership (20%)	PA 6 – Administrative/Management PA 7 – Assessment/Evaluation	6.1 Review, Evaluate, and Select Support Materials 6.2 Implement School-wide Counseling Services and Activities 6.3 Establish an Environment for Effective Counseling 6.4 Establish and Follow Intervention Procedures 6.5 Maintain Student Records 6.6 Participate in School-wide Events 6.7 Use Technology Resources Effectively 7.1 Demonstrate Assessment Knowledge 7.2 Coordinate Testing 7.3 Communicate Regarding Assessment 7.4 Exercise Confidentiality 7.5 Use Relevant Assessment Data 7.6 Evaluate Counseling Program Objectives
Domain 4: Professional and Ethical Behaviors (20%)	PA 8 – Professional Responsibilities	8.1 Model and Maintain High Professional Standards 8.2 Identify Student/School Issues 8.3 Use Positive Interpersonal Skills 8.4 Prepare Reports and Maintain Records 8.5 Perform Other Duties as Assigned

The above domains, proficiency areas, and indicators constitute the Gadsden Guidance Counselor Assessment (GGCA) score and 80% of the Guidance Professional Practice score. As with the Florida School Leaders Assessment (FSLA) model, guidance counselors are assigned a Deliberate Practice (DP) score (calculated the same as the FSLA model, which represents 20% of the Guidance Professional Practice score. Guidance counselors' Student Growth Measure score is also calculated using the same methodology of school leaders in the FSLA model. Diagram 2 summarizes the Gadsden Guidance Counselor Assessment Model scoring categories.



See section VII for more specific information regarding the cut scores and calculation of the overall evaluation.

Media Specialist

The core belief of GCPSD is that public education should provide well-rounded learning experiences for all children. Thus, the rationale driving the Gadsden County Library Media Specialist Evaluation Model is to shape, form, and improve library media practices to ensure that students and staff are provided access to highly effective library media programs that ensure that students become effective users of ideas and information.

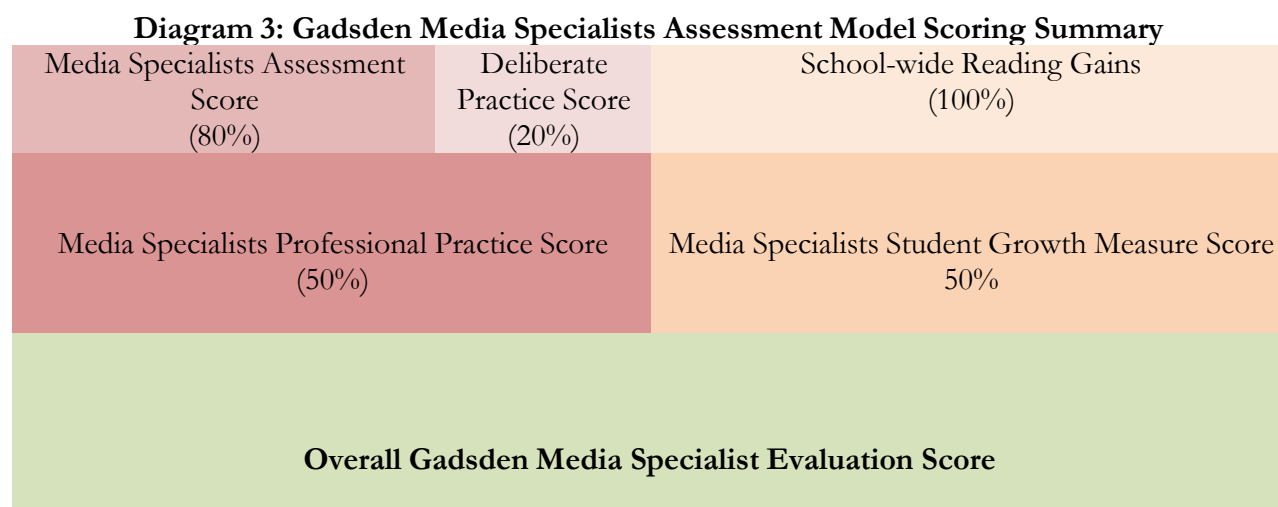
Following the three core principles of the Florida Educator Accomplished Practices, Gadsden County School District library media specialists create a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement. Library media specialists will use their skills to design and align library media curricula to the State and Florida Standards. Media specialists are responsible for planning, organizing, and administering a highly effective library media program and for supporting school- wide efforts to improve reading proficiency. Consequently, the Media Specialists Growth Measure Score is based on school-wide reading gains.

As with the school leaders' evaluation tool, the Gadsden's Media Specialists Evaluation tool consists of four domains: Domain 1 - Student Achievement, Domain 2 - Instructional Support, Domain 3 - Organizational Leadership, and Domain 4 - Professional and Ethical Behaviors. Table 17 summarizes how the Media Specialists' evaluation domains are organized into the following proficiency and indicators.

Table 17: Summary of Media Specialist Evaluation Domains

Domain	Proficiency Areas	Indicators
Domain 1: Student Achievement (20%)	PA 1 – Planning/Preparation PA 2 – Intervention/Direct Services PA 3 – Student Growth/Achievement	1.1 Development of short and long range goals and objectives 1.2 Plan with teachers and instructional leaders 1.3 Develop schedules and organize resources 1.4 Review and support the School Improvement Plan 2.1 Teach library media skills 2.2 Provide instruction on the use of media resources, services, and equipment 2.3 Provide reference assistance 2.4 Enhance the application of critical, creative, and evaluative thinking capabilities 2.5 Apply principles of learning and effective teaching 2.6 Recognize overt indicators of student distress or abuse 3.1 Conduct effective media services program 3.2 Provide appropriate educational opportunities
Domain 2: Instructional Support (40%)	PA 4 – Collaboration PA 5 – Staff Development	4.1 Collaborate with teachers 4.2 Participate in curriculum planning and development 4.3 Implement an effective public relations program 4.4 Develop relationships with other library, education, and information agencies 5.1 Establish a collection of current professional resources 5.2 Train faculty in use of media resources 5.3 Update professional skills and knowledge
Domain 3: Organizational Leadership (20%)	PA 6 – Administrative/Management PA 7 – Assessment/Evaluation	6.1 Develop and implement policies and procedures 6.2 Administer the media center budget 6.3 Maintain complete and accurate records 6.4 Assign, instruct, and supervise support staff 6.5 Coordinate the acquisition of media resources 6.6 Provide for use of current technologies 6.7 Facilitate the use and maintenance of media center materials and equipment 7.1 Solicit ongoing feedback 7.2 Establish a system of records for evaluating media materials and equipment 7.3 Assist with testing responsibilities
Domain 4: Professional and Ethical Behaviors (20%)	PA 8 – Professional Responsibilities	8.1 Model and maintain high professional standards 8.2 Complete required reports 8.3 Set high standards and expectations 8.4 Support school improvement initiatives, services and programs 8.5 Contribute to the overall mission of the school 8.6 Perform duties as assigned

The above domains, proficiency areas, and indicators constitute the Gadsden Media Specialists Assessment (GMSA) score and 80% of the Media Specialists Professional Practice score. As with the Florida School Leaders Assessment (FSLA) model, media specialists are assigned a Deliberate Practice (DP) score (calculated the same as the FSLA model, which represents 20% of the Media Specialists Practice score. Media Specialists' Student Growth Measure score is also calculated using the same methodology of school leaders in the FSLA model. Diagram 3 summarizes the Gadsden Media Specialists' Assessment Model scoring categories.



See section VII for more specific information regarding the cut scores and calculation of the overall evaluation.

Academic Coach

The core belief of Gadsden County Public School District is that public education should provide well-rounded learning experiences for all children. Consequently, the rationale driving the Gadsden County Academic Coach Evaluation Model is to improve and sustain student achievement by promoting a culture for learning to include all stakeholders, by enhancing and refining instruction and intervention, providing targeted instructional coaching using the gradual release model, and building capacity for instructional practices across the curriculum.

Research indicates that coaches are effective when their role is clearly defined as primarily working with teachers to provide embedded professional development, when that role is supported by the administration of the school and ongoing professional development pertaining to the role of the coach, and the coach carries out the responsibilities with expertise. The coach is a stable resource for Professional Development throughout the school to generate improvement in all content areas thus impacting student achievement.

Gadsden has three categories of academic coaches: reading, mathematics, and science. The job goals of academic coaches include but are not limited to the following:

- Providing expertise and support in the planning, implementation, and evaluation of assigned curricula, program, or service areas in accordance with the District's philosophy, goals, and objectives.
- Assisting teachers by modeling best practices and/or lessons.
- Assisting teachers with the implementation of grants and school site or district plan requirements (e.g. District Reading Plan, District Improvement Plan, School Improvement Plan, etc.).
- Assisting teachers with the implementation of new curricula.
- Providing staff development and resources to teachers.
- Evaluating students' formative and summative performance data.
- Facilitating the development and implementation of instructional calendars.
- Facilitating the development of intervention and support programs for students.

As with the school leaders' evaluation tool, the Gadsden's Academic Coaches Evaluation tool consists of the four domains: Domain 1 - Student Achievement, Domain 2 - Instructional Support, Domain 3 - Organizational Leadership, and Domain 4 - Professional and Ethical

Behaviors. Table 18 summarizes how the Academic Coaches evaluation domains are organized into the following proficiency and indicators.

Table 18: Summary of Academic Coaches Evaluation Domains

Domain	Proficiency Areas	Indicators
Domain 1: Student Achievement (20%)	<p>PA 1 – Student Growth/Achievement</p> <p>PA 2 – Assessment/Evaluation</p>	<p>1.1 Conduct Curricula, program, or service area in ways that ensure student growth and achievement</p> <p>1.2 Coach teachers to facilitate changes in instructional practices</p> <p>2.1 Develop and assist teacher use of assessment strategies</p> <p>2.2 Interpret and use data</p> <p>2.3 Assist school personnel in the collection, analysis and use of data</p> <p>2.4 Evaluate assigned area of responsibility</p> <p>2.5 Communicate evaluation results</p> <p>2.6 Solicit evaluation of curricula, programs, or services</p> <p>2.7 Use evaluation results to improve programs or services</p>
Domain 2: Instructional Support (40%)	<p>PA 3 – Planning/Preparation</p> <p>PA 4 – Administrative/Management</p> <p>PA 5 – Intervention/Direct Services</p>	<p>3.1 Develop short and long range plans</p> <p>3.2 Define goals and objectives</p> <p>3.3 Plan with teachers and administrators</p> <p>3.4 Identify specific intended outcomes</p> <p>3.5 Revise curricula, programs, and services</p> <p>3.6 Plan and prepare programs and activities</p> <p>3.7 Serve on school/district committees</p> <p>3.8 Plan and prepare strategies and support</p> <p>3.9 Select, develop, modify, and/or adapt materials and resources</p> <p>3.10 Participate in planning use of educational facilities</p> <p>4.1 Establish and maintain positive, organized, and safe environment</p> <p>4.2 Establish and maintain effective and efficient record keeping procedures</p> <p>4.3 Use technology effectively</p> <p>4.4 Manage time effectively</p> <p>4.5 Assist teachers in establishing routines and procedures for working with students</p> <p>4.6 Develop routines and efficient techniques</p> <p>4.7 Manage materials and equipment effectively</p> <p>4.8 Assist in identifying program or service needs</p> <p>5.1 Demonstrate knowledge and understanding of assigned curricula, program or service area</p> <p>5.2 Provide assistance and coordination in curricula development, alignment, implementation, and evaluation</p> <p>5.3 Model principles of learning and effective teaching</p> <p>5.4 Assist school administrators and teachers in</p>

	PA 6 – Staff Development	<p>understanding programs and implications for instructional practice</p> <p>5.5 Model use of a variety of instructional strategies appropriate for teaching</p> <p>5.6 Disseminate and interpret current trends and research related to curricula and instruction</p> <p>5.7 Use appropriate materials, technology, and resources to help teachers</p> <p>5.8 Assist teachers in providing appropriate instruction and modifications for students</p> <p>5.9 Provide support and assistance to teachers</p> <p>5.10 Facilitate the implementation of programs, activities, and strategies</p> <p>6.1 Plan, implement, and evaluate in-service</p> <p>6.2 Engage in continuous improvement of professional knowledge and skills</p> <p>6.3 Assist others in acquiring knowledge and understanding</p> <p>6.4 Keep abreast of development in instructional methodology, learning theory, curricula trends, and content</p> <p>6.5 Conduct a personal assessment periodically to determine professional development needs</p>
Domain 3: Organizational Leadership (20%)	PA 7 – Collaboration PA 8 – Decision Making	<p>7.1 Communicate effectively</p> <p>7.2 Interact with others to support school and District priorities</p> <p>7.3 Provide accurate and timely information</p> <p>7.4 Work with teachers and other professional educators</p> <p>8.1 Gives priority attention to decisions that impact the quality of student learning and teacher proficiency</p> <p>8.2 Uses critical thinking and problem solving techniques</p> <p>8.3 Employs effective technology integration</p>
Domain 4: Professional and Ethical Behaviors (20%)	PA 9 – Professional Responsibilities PA 10 – Assessment and Other Services	<p>9.1 Act in a professional and ethical manner</p> <p>9.2 Perform all assigned duties</p> <p>9.3 Demonstrate attention to punctuality, attendance, records, and reports</p> <p>9.4 Maintain confidentiality</p> <p>9.5 Comply with policies, procedures, and programs</p> <p>9.6 Support school improvement initiatives</p> <p>9.7 Perform other incidental tasks</p> <p>10.1 Use adopted performance appraisal systems</p> <p>10.2 Accurate and timely completion of reports</p> <p>10.3 Completion of required professional development services</p> <p>10.4 Analyzing and reporting results of the School Improvement Teams' efforts on student performance</p> <p>10.5 Assist in establishing and maintaining positive collaborative relationships</p>

The above domains, proficiency areas, and indicators constitute the Gadsden Academic Coaches Assessment (GACA) score and 80% of the Academic Coaches Professional Practice score. As with the Florida School Leaders Assessment (FSLA) model, academic coaches are assigned a Deliberate Practice (DP) score (calculated the same as the FSLA model, which represents 20% of the Academic Coaches Practice score. Academic Coaches' Student Growth Measure score is also calculated using the same methodology of school leaders in the FSLA model. Diagram 4 summarizes the Gadsden Academic Coaches Assessment Model scoring categories.

Diagram 4: Gadsden Academic Coaches Assessment Model Scoring Summary

Academic Coaches Assessment Score (80%)	Deliberate Practice Score (20%)	School-wide Content Specific Gains (Reading, Math or Science) (100%)
Academic Coaches Professional Practice Score (50%)		Academic Coaches Student Growth Measure Score 50%
Overall Gadsden Academic Coaches Evaluation Score		

See section VII for more specific information regarding the cut scores and calculation of the overall evaluation.

APPENDIX A

CHAPTER 6.00 – HUMAN RESOURCES**ASSESSMENT OF EMPLOYEES****6.40**

Pursuant to Senate Bill 736 the Superintendent shall develop or select personnel performance assessment systems for all staff.

Each member of the staff shall receive an annual evaluation by his immediate administrative supervisor. The purpose of the evaluation shall be to improve the services of personnel in all departments. The administrative supervisors and department heads shall use the evaluation form provided by the Superintendent.

- (1) A copy of each employee's evaluation report shall be filed in the District Personnel office.
- (2) The assessment of all employees shall be based on observations of the individual's work by his/her immediate supervisor and shall be made at least once each year prior to re-appointment.
- (3) The Superintendent shall arrange for the assessment of all principals, supervisors and administrative personnel as required by law.
 - Differentiation among four levels of performance – (1) highly effective, (2) effective, (3) needs improvement/developing, and (4) unsatisfactory.
 - At least 50% of the evaluation will be based on student learning growth assessed annually and measured by statewide assessments or for subjects not measured by statewide assessments, by district assessments in s.1008.22(8), F.S.
 - The student learning growth portion of the evaluation for administrators will include growth data for students assigned to the school over the course of at least three years. If less than three years of data are available, the years for which data are available will be used and the percentage of the evaluation based upon student learning growth will be reduced to not less than 40 percent.
- (4) The principal and/or administrator supervising personnel shall arrange for the assessment of all employees under his supervision as required by law.
 - Differentiation among four levels of performance – (1) highly effective, (2) effective, (3) needs improvement/developing, and (4) unsatisfactory.
 - At least 50% of the evaluation will be based on student learning growth assessed annually and measured by statewide assessments or for subjects not measured by statewide assessments, by district assessments in s.1008.22(8), F.S.

- The student learning growth portion of the evaluation for classroom teachers will include growth data for students assigned to them over the course of at least three years. If less than three years of data are available, the years for which data are available will be used and the percentage of the evaluation based upon student learning growth will be reduced to not less than 40 percent.
 - Statewide assessment data for three years of students assigned to instructional non-classroom personnel will account for 30 percent of these individuals' evaluation provided three years of data are available; and 20 percent of the evaluation if less than three years of data is available. Other measurable student outcomes and professional practices will account for the remainder of non-classroom personnel evaluations.
- (5) Prior to preparing the written report of the assessment, the individual being assessed shall be informed as to the criteria and the procedure to be used.
- (6) The written report of the assessment shall be reviewed with the employee and discussed with him/her by the person who made the assessment.
- (7) An employee may respond to an assessment in the manner provided by law or other approved procedures.

STATUTORY AUTHORITY:

1001.41, 1012.22, 1012.23, F. S.

LAWS IMPLEMENTED:

1001.43, 1008.36, 1012.22,
1012.27, 1012.34, F. S.

HISTORY:

ADOPTED:
REVISION DATE(S): 9/15/02
FORMERLY: 4.120; 5.105

APPENDIX B

THE FLORIDA SENATE
2011 SUMMARY OF LEGISLATION PASSED**Committee on Education Pre-k – 12****CS/CS/SB 736 — Educational Personnel**

by Budget Committee; Education Pre-K-12 Committee; and Senators Wise, Lynn, Gaetz, and Hays

This bill (Chapter 2011-1, L.O.F.) revises the evaluation, compensation, and employment practices for classroom teachers, other instructional personnel, and school administrators to refocus the education system on what is best for students. The bill aligns with Florida's successful Race to the Top application to which 62 of the 67 school districts and 53 local unions have supported and agreed to implement.

Performance Evaluations

The current evaluation system for classroom teachers, other instructional personnel, and school administrators relies on a completely subjective review and does not sufficiently, if at all, take the performance of students into consideration in determining the effectiveness of instructional staff and school leaders. The bill revises the evaluation system to focus on student performance. For instructional personnel who are not classroom teachers, a school district may include specific job-performance expectations related to student support and use growth data and other measurable student outcomes specific to the individual's assignment, as long as the growth accounts for at least 30 percent of the evaluation.

Performance of Students

The bill reinforces Race to the Top, which requires 50 percent of the evaluation for classroom teachers and other instructional personnel to be based on student performance for students assigned to them over a 3-year period. The bill specifies that 50 percent of a school administrator's evaluation is based upon the performance of the students assigned to the school over a 3-year period.

If less than 3 years of student growth data is available for an evaluation, the district must include the years for which data is available and may reduce the percentage of the evaluation based on student growth to not less than 40 percent for classroom teachers and school administrators and not less than 20 percent for other instructional personnel.

Learning Growth Model

The Commissioner of Education would establish a learning growth model for the Florida Standards Assessment (FSA) and other statewide assessments to measure the effectiveness of a classroom teacher or school administrator based on what a student learns. The model would use the student's prior performance, while considering factors that may be outside a teacher's control, such as a student's attendance, disability, or English language proficiency.

However, the model may not take into consideration a student's gender, race, ethnicity, or socioeconomic status.

School districts are required to measure student learning growth based on the performance of students on the state-required assessments for classroom teachers, other instructional personnel, and school administrator evaluations. School districts would be required to use the state's learning growth model for FSA/FCAT/EOC-related courses beginning in the 2014-2015 school year. School districts must use comparable measures of student growth for other grades and subjects with the department's assistance, if needed. Additionally, districts would be permitted to request alternatives to the growth measure if justified.

Evaluation Criteria

The remainder of a classroom teacher's evaluation is based on instructional practice and professional responsibilities. School districts may use peer review as part of the evaluation. The evaluation system must differentiate among four levels: highly effective; effective; needs improvement or, for instructional personnel in the first three years of employment who need improvement, developing; and unsatisfactory. The Commissioner of Education would be required to consult with instructional personnel, school administrators, education stakeholders, and experts in developing the performance levels for the evaluation system. For instructional personnel who are not classroom teachers, the remainder of the evaluation would consist of instructional practice and professional responsibilities, and may include specific job expectations related to student support.

The remainder of a school administrator's evaluation would include the recruitment and retention of effective or highly effective teachers, improvement in the percentage of classroom teachers evaluated at the effective or highly effective level, other leadership practices that result in improved student outcomes, and professional responsibilities.

School districts, beginning with the 2014-2015 school year, must administer local assessments that are aligned to the standards and measure student mastery of the content. The school district can use statewide assessments, other standardized assessments, industry certification examinations, or district-developed or selected end-of-course assessments.

Until July 1, 2015, a district that has not implemented an assessment for a course or has not adopted a comparable measure of student growth may use two alternative growth measures to determine a classroom teacher's student performance: student growth on statewide assessments or measurable learning targets in the school improvement plan. Additionally, a district school superintendent may assign to an instructional team, the student learning growth of the team's students on statewide assessments.

The bill requires newly hired teachers to be evaluated at least twice in the first year of teaching.

Performance Pay

The current salary system is divorced from the effectiveness of the classroom teacher, other instructional personnel, or school administrators. Instead, salary decisions are made on the basis of longevity. The bill comports with Race to the Top by tying the most significant gains in salary to effectiveness demonstrated under the evaluation.

Beginning with instructional personnel or school administrators hired on or after July 1, 2014, the evaluation will determine an individual's eligibility for a salary increase. The salaries of quality teachers, other instructional personnel, and school administrators would grow more quickly, while those of poor performing employees would not.

The new salary schedule would require a base salary schedule for classroom teachers, other instructional personnel, and school administrators with the following salary increases:

- An employee who is highly effective, as determined by his or her evaluation, would receive a salary increase that must be greater than the highest annual salary adjustment available to that individual through any other salary schedule adopted by the school district.
- An employee who is effective, as determined by his or her evaluation, would receive a salary increase between 50 and 75 percent of the annual salary increase provided to a highly effective employee.
- An employee under any other performance rating would not be eligible for a salary increase.

Current instructional personnel and school administrators could remain on their existing salary schedule, as long as they remain employed by the school district or have an authorized leave of absence. They may also opt to participate in the new performance salary schedule, but the option is irrevocable. Current instructional personnel who want to move to the new performance salary schedule would relinquish their professional service contract.

The bill is consistent with Race to the Top by requiring school districts to provide opportunities for instructional personnel and school administrators to earn additional salary supplements for assignment to a high priority location (e.g., an eligible Title I school or low-performing school), certification and teaching in critical teacher shortage areas, or assignment of additional academic responsibilities.

Beginning with instructional personnel hired on or after July 1, 2011, a district school board may not use advanced degrees in setting the salary schedule unless the advanced degree is held in the individual's areas of certification.

When budget constraints limit a school board's ability to fully fund all adopted salary schedules, the bill prohibits the school board from disproportionately reducing performance pay schedules.

Employment

The current system requires school districts to award tenure to a teacher after as little as three years of teaching. This employment is automatically renewed unless the teacher is “charged” with unsatisfactory performance. It takes two or more years to terminate an ineffective teacher. Tenure protects ineffective instructional personnel at the expense of students. The bill furthers the goals of Race to the Top by basing employment decisions on the evaluation of instructional personnel.

The bill eliminates tenure with the exception for those instructional personnel who already possess a professional service contract or continuing contract. Instead, instructional personnel without tenure would be employed on an annual contract, subject to renewal by the district school board. This provision is designed to give school districts greater flexibility in meeting student instructional needs by retaining effective employees and quickly removing poor performing employees.

The probationary contract is extended from 97 days to one year. An employee on a probationary contract may resign or be dismissed without creating a breach of the contract.

Upon successful completion of a probationary contract, a classroom teacher may receive an annual contract. This includes instructional personnel who move from another state or district. Instructional personnel may receive an annual contract if he or she:

- Holds a temporary or professional certificate as prescribed by s. 1012.56, F.S., and State Board of Education rules; and
- Is recommended by the superintendent for the contract and approved by the district school board.

A school district may renew an annual contract; however, a district would be prohibited from renewing an annual contract if the individual receives:

- Two consecutive unsatisfactory evaluations;
- Two unsatisfactory evaluations within a 3-year period; or
- Three consecutive needs improvement or a combination of unsatisfactory and needs improvement evaluations.

Instructional personnel with an annual contract may be suspended or dismissed for just cause. If charges against an employee are not sustained, he or she would be immediately reinstated with back pay.

Instructional personnel who are currently on professional service or continuing contracts would retain their status unless the individual receives two consecutive unsatisfactory evaluations, two unsatisfactory evaluations within a 3-year period, or three consecutive needs improvement evaluations or a combination of unsatisfactory and needs improvement evaluations. In that situation, a school district is not required to automatically renew the professional service contract

or continuing contract. Likewise, the above evaluation results would constitute just cause for terminating a professional service or continuing contract.

Performance evaluation results would also be used in making decisions related to the transfer and placement of employees and workforce reductions. Specifically, the bill repeals last in first out (LIFO) policies that base retention decisions on seniority. Instead, the individual's evaluation will inform the school district's retention decisions.

Finally, each school district must annually report to the parent of a student who is assigned to a classroom teacher or school administrator with two consecutive unsatisfactory evaluations, two unsatisfactory evaluations within a 3-year period, or three consecutive needs improvement or a combination of unsatisfactory or needs improvement.

Other

The bill holds charter schools to the same standard as other public schools with respect to performance evaluations for instructional personnel and school administrators, assessments, performance pay and salary schedules, and workforce reductions.

For school districts that received an exemption under Race to the Top, the bill grants an annual renewable exemption to the requirements for performance pay and the weight given to student growth in performance evaluations, provided specific criteria are met. The exemption sunsets August 1, 2017, unless reenacted by the Legislature.

In conformance with the bill's new contracting provisions, the bill repeals certain special laws or general laws of local application regarding contracting provisions for instructional personnel and school administrators in public schools.

These provisions were approved by the Governor and take effect July 1, 2011, except as otherwise provided.

Vote: Senate 26-12; House 80-39

APPENDIX C

Florida Principal Leadership Standards**Purpose and Structure of the Standards**

Purpose: The Standards are set forth in rule as Florida's core expectations for effective school administrators. The Standards are based on contemporary research on multi-dimensional school leadership, and represent skill sets and knowledge bases needed in effective schools. The Standards form the foundation for school leader personnel evaluations and professional development systems, school leadership preparation programs, and educator certification requirements.

Structure. There are ten Standards grouped into categories, which can be considered domains of effective leadership. Each Standard has a title and includes, as necessary, descriptors that further clarify or define the Standard, so that the Standards may be developed further into leadership curricula and proficiency assessments in fulfillment of their purposes.

Domain 1: Student Achievement:**Standard 1: Student Learning Results.**

Effective school leaders achieve results on the school's student learning goals.

- a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and
- b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.

Standard 2: Student Learning as a Priority.

Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader:

- a. Enables faculty and staff to work as a system focused on student learning;
- b. Maintains a school climate that supports student engagement in learning;
- c. Generates high expectations for learning growth by all students; and
- d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Domain 2: Instructional Leadership:**Standard 3: Instructional Plan Implementation.**

Effective school leaders work collaboratively to develop and implement an instructional

framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader:

- a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;
- b. Engages in data analysis for instructional planning and improvement;
- c. Communicates the relationships among academic standards, effective instruction, and student performance;
- d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and
- e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Standard 4: Faculty Development.

Effective school leaders recruit, retain and develop an effective and diverse faculty and staff. The leader:

- a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;
- b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;
- c. Employs a faculty with the instructional proficiencies needed for the school population served;
- d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;
- e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and
- f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

Standard 5: Learning Environment.

Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population. The leader:

- a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;
- b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;
- c. Promotes school and classroom practices that validate and value similarities and differences among students;
- d. Provides recurring monitoring and feedback on the quality of the learning environment;
- e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.

- f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.

Domain 3: Organizational Leadership

Standard 6: Decision Making.

Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data. The leader:

- a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;
- b. Uses critical thinking and problem solving techniques to define problems and identify solutions;
- c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;
- d. Empowers others and distributes leadership when appropriate; and
- e. Uses effective technology integration to enhance decision making and efficiency throughout the school.

Standard 7: Leadership Development.

Effective school leaders actively cultivate, support, and develop other leaders within the organization. The leader:

- a. Identifies and cultivates potential and emerging leaders;
- b. Provides evidence of delegation and trust in subordinate leaders;
- c. Plans for succession management in key positions;
- d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and
- e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

Standard 8: School Management.

Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. The leader:

- a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;
- b. Establishes appropriate deadlines for him/herself and the entire organization;
- c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and
- d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

Standard 9: Communication.

Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community. The leader:

- a. Actively listens to and learns from students, staff, parents, and community stakeholders;
- b. Recognizes individuals for effective performance;
- c. Communicates student expectations and performance information to students, parents, and community;
- d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;
- e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.
- f. Utilizes appropriate technologies for communication and collaboration; and
- g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

Domain 4: Professional and Ethical Behavior:

Standard 10: Professional and Ethical Behaviors.

Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader. The leader:

- a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.
- b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;
- c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;
- d. Engages in professional learning that improves professional practice in alignment with the needs of the school system; and
- e. Demonstrates willingness to admit error and learn from it;
- f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

*Rulemaking Authority 1001.02, 1012.34, 1012.55, 1012.986 FS. Law Implemented 1012.55, 1012.986, 1012.34 FS.
History-New 5-24-05, Formerly 6B-5.0012, Amended 11-15-11.*

<http://www.fldoe.org/teaching/professional-dev/the-fl-principal-leadership-stands>

APPENDIX D

6A-5.065 The Educator Accomplished Practices.

The twelve essential practices of effective teaching are:

(1) Accomplished Practice One – Assessment.

(a) Accomplished level. The accomplished teacher uses assessment strategies (traditional and alternate) to assist the continuous development of the learner.

(b) Professional level. The professional teacher continually reviews and assesses data gathered from a variety of sources. These sources can include, but shall not be limited to, pretests, standardized tests, portfolios, anecdotal records, case studies, subject area inventories, cumulative records, and student services information. The professional teacher develops the student's instructional plan that meets cognitive, social, linguistic, cultural, emotional, and physical needs.

(c) Preprofessional level. The preprofessional teacher collects and uses data gathered from a variety of sources. These sources will include both traditional and alternative strategies. Furthermore, the teacher can identify and match the student's instructional plan with their cognitive, social, linguistic, cultural, emotional, and physical needs.

(2) Accomplished Practice Two – Communication.

(a) Accomplished level. The accomplished teacher uses effective communication techniques with students and all other stakeholders.

(b) Professional level. The professional teacher constantly seeks to create a classroom that is accepting, yet businesslike, on task, and produces results. She/he communicates to all students high expectations for learning, and supports, encourages and gives positive and fair feedback about their learning efforts. This teacher models good communication skills and creates an atmosphere in the classroom that encourages mutual respect and appreciation of different cultures, linguistic backgrounds, learning styles, and abilities.

(c) Preprofessional level. The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.

(3) Accomplished Practice Three – Continuous Improvement.

(a) Accomplished level. The accomplished teacher engages in continuous professional quality improvement for self and school.

(b) Professional level. The professional teacher recognizes the need to strengthen her/his teaching through self reflection and commitment to life-long learning. The teacher becomes aware of and is familiar with the School Improvement Plan. The teacher's continued professional improvement is characterized by participation in inservice, participation in school/community committees, and designing and meeting the goals of a professional development plan.

(c) Preprofessional level. The preprofessional teacher realizes that she/he is in the initial stages of a life-long learning process and that self reflection is one of the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increase as time passes. The teacher's continued professional improvement is characterized by self reflection, work with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

(4) Accomplished Practice Four – Critical Thinking.

(a) Accomplished level. The accomplished teacher uses appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students.

(b) Professional level. The professional teacher will use a variety of performance assessment techniques and strategies that measure higher order thinking skills in students and can provide realistic projects and problem solving activities which will enable all students to demonstrate their ability to think creatively.

(c) Preprofessional level. The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem solving activities designed to assist all students in demonstrating their ability to think creatively.

(5) Accomplished Practice Five – Diversity.

(a) Accomplished level. The accomplished teacher uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic background.

(b) Professional level. The professional teacher establishes a risk-taking environment which accepts and fosters diversity. The teacher must demonstrate knowledge of varied cultures by practices such as conflict resolution, mediation, creating a climate of openness, inquiry and support.

(c) Preprofessional level. The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures. The teacher creates a climate of openness, inquiry, and support by practicing strategies as acceptance, tolerance, resolution, and mediation.

(6) Accomplished Practice Six – Ethics.

(a) Accomplished level. The accomplished teacher adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

(b) Professional level. The professional teacher adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

(c) Preprofessional level. The preprofessional teacher adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

(7) Accomplished Practice Seven – Human Development and Learning.

(a) Accomplished level. The accomplished teacher uses an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.

(b) Professional level. Drawing upon well established human development/learning theories and concepts and a variety of information about students, the professional teacher provides learning opportunities appropriate to student learning style, linguistic and cultural heritage, experiential background and developmental level.

(c) Preprofessional level. Drawing upon well established human development/learning theories and concepts and a variety of information about students, the preprofessional teacher plans instructional activities.

(8) Accomplished Practice Eight – Knowledge of Subject Matter.

(a) Accomplished level. The accomplished teacher demonstrates knowledge and understanding of the subject matter.

(b) Professional level. The professional teacher has a basic understanding of the subjects she/he teaches and is beginning to understand that her/his subject is linked to other disciplines and can be applied in real world integrated settings. The teacher seeks out ways/sources to expand her/his knowledge. The commitment to learning about new knowledge includes keeping abreast of sources which will enhance teaching. The teacher's repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge.

(c) Preprofessional level. The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real world integrated settings. The teacher's repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

(9) Accomplished Practice Nine – Learning Environments.

(a) Accomplished level. The accomplished teacher creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation.

(b) Professional level. The professional teacher understands the importance of setting up effective learning environments and begins to experiment with a variety of them, seeking to identify those which work best in a particular situation. The teacher provides the opportunities for student input into behavioral expectations by helping students develop a set of shared values and beliefs, by encouraging them to envision the environment in which they like to learn, by providing occasions for reflection upon the rules and consequences which would create such an environment, and by honoring dissent.

(c) Preprofessional level. The preprofessional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so, including some that provide opportunities for student input into the processes. The teacher understands that she/he will need a variety of techniques and is working to increase her/his knowledge and skills.

(10) Accomplished Practice Ten – Planning.

(a) Accomplished level. The accomplished teacher plans, implements, and evaluates effective instruction in a variety of learning environments.

(b) Professional level. The professional teacher sets high expectations for all students and uses concepts from a variety of concept areas, and plans individually with students and with other teachers to design learning experiences that meet students' needs and interests. The teacher continues to seek advice/information from appropriate sources including feedback, interprets the information, and modifies plans. Comprehensible instruction is implemented in a creative environment using varied and motivating strategies and multiple resources. Outcomes are assessed using traditional and alternative approaches. Upon reflection, the teacher continuously refines learning experiences.

(c) Preprofessional level. The preprofessional teacher recognizes the importance of setting high expectations for all students and works with other professionals to design learning experiences that meet students' needs and interests. The teacher candidate continually seeks advice/information from appropriate resources including feedback, interprets the information, and modifies her/ his plans appropriately. Planned instruction will incorporate a creative environment and utilize varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.

(11) Accomplished Practice Eleven – Role of the Teacher.

(a) Accomplished level. The accomplished teacher works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.

(b) Professional level. The professional teacher establishes open lines of communication and works cooperatively with families, educational professionals and other members of the student's support system to promote continuous improvement of the educational experience.

(c) Preprofessional level. The preprofessional teacher communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.

(12) Accomplished Practice Twelve – Technology.

(a) Accomplished level. The accomplished teacher uses appropriate technology in teaching and learning processes.

(b) Professional level. The professional teacher uses technology (as appropriate) to establish an atmosphere of active learning with existing and emerging technologies available at the school site. She/he provides students with opportunities to use technology to gather and share information with others, and facilitates access to the use of electronic resources.

(c) Preprofessional level. The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.

Specific Authority 1004.04, 1004.85, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.56 FS. History–New 7-2-98.

APPENDIX E

Amendment to Rule 6A-5.030

http://www.fldoe.org/board/meetings/2012_03_27/5030.pdf

STATE BOARD OF EDUCATION

Action Item

March 27, 2012

SUBJECT: Amendment to Rule 6A-5.030, Instructional Personnel and School Administrator Evaluation Systems

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Sections 1012.34, 1012.98, 1001.42 and 1006.281, Florida Statutes

EXECUTIVE SUMMARY

The Student Success Act (2011) altered requirements for instructional personnel and school administrator evaluation systems as required in Section 1012.34, Florida Statutes. As a result, substantial changes are being proposed to procedures for the review, approval and monitoring of school district systems for personnel evaluations that incorporate contemporary research in effective educational practices and student learning growth. Many of the proposed changes were implemented during the 2011-12 school year by districts participating in the state's Race to the Top grant, which has provided a basis for lessons learned in successful implementation of the Student Success Act going forward.

This rule amendment establishes procedures for the Department of Education's review, approval and monitoring of school district systems for personnel evaluations for instructional staff and school administrators and aligns these systems with professional development to support continuous improvement of effective instruction and student achievement. These procedures implement Sections 1012.34 (Assessment Procedures and Criteria), and 1012.98 (School Community Professional Development Act), Florida Statutes, and support associated efforts by school districts in implementing school improvement plans (Section 1001.42, Florida Statutes) and instructional improvement data systems (Section 1006.281, Florida Statutes).

Supporting Documentation Included: Proposed Rule 6A-5.030, Instructional Personnel and School Administrator Evaluation Systems and Form No. EQEVAL-2012, Review and Approval Checklist for Instructional Personnel and School Administrator Evaluation Systems

Facilitator/Presenter: Pam Stewart, Chancellor, Division of Public Schools

Rule 6B-4.010 is substantially rewritten as Rule 6A-5.030 to read (see Florida Administrative Code for present text):

6A-5.030. Instructional Personnel and School Administrator Evaluation Systems.

Evaluation systems are to be designed and implemented to support continuous improvement of student learning growth by improving the quality of instructional, administrative, and supervisory services in the public schools of the state. This rule provides implementing procedures and criteria for the submission, review and approval of district evaluation systems, as well as monitoring of implementation and reporting on the impact of implementation of evaluation systems and associated professional development on student learning growth and instructional, administrative and supervisory services. This rule applies to all evaluation systems for instructional personnel and school administrators in the public school system.

(1) Submission Process.

(a) Evaluation systems shall be submitted to the Department's Division of Educator Quality for review and approval accompanied by the document entitled Review and Approval Checklist for Instructional Personnel and School Administrator Evaluation Systems, Form No. EQEVAL-2012, (<http://www.flrules.org/Gateway/reference.asp?No=Ref-01023>) effective March 2012. The form and documentation required by the form shall be submitted electronically to EdQualityEvalSystems@fldoe.org. This form is incorporated by reference and can be obtained on the Department's website at www.fldoe.org/profdev/pa.asp.

(b) The time period for submission shall be posted on www.fldoe.org/profdev/pa.asp. The Department will notify districts of the due date of the submission no later than 60 days prior to the date the submission is due and shall allow a district a minimum of 60 days notice to submit the evaluation system.

(c) Districts shall submit an evaluation system for review and approval when an existing evaluation system is amended to address changes in statute or rule, or when a previously approved system is substantially modified as defined in subsection (5) of this rule.

(d) When an evaluation system is modified less than substantially, the district shall inform the Division of Educator Quality within 30 calendar days. The district will submit such modifications to EdQualityEvalSystems@fldoe.org.

(2) Content of Approved Evaluation Systems. In order to be approved by the Department, an evaluation system shall:

- (a) Contain evidence of each of the elements as described in the Review and Approval Checklist for Instructional Personnel and School Administrator Evaluation Systems, Form No. EQEVAL-2012;
- (b) Comply with the requirements for an evaluation system found in Section 1012.34, F.S.; and
- (c) Demonstrate that the evaluation system is designed to promote continuous improvement of student learning growth and faculty and leadership development through feedback processes. The system shall include procedures to ensure rater accuracy and reliability, training of employees on proficiency expectations, and monitoring of improvement results in student learning growth and instructional personnel and school leader proficiency on evaluation indicators.

(3) Initial Review Process.

(a) The Department shall review the documentation submitted by the district pursuant to paragraph (1)(a) of this rule to determine whether the district has submitted a complete evaluation system that can be considered for approval.

(b) The Department shall provide each school district a written notice that identifies omitted elements that must be submitted before review of the complete evaluation system can begin.

(c) The Department shall provide written notice to the district within 14 days of receipt of a completed application, that the application is complete. This notice shall be provided electronically to the address noted on the Review and Approval Checklist for Instructional Personnel and School Administrator Evaluation Systems, Form No. EQEVAL-2012.

(4) Approval Process. The Department shall provide written notification of the approval status to the school district superintendent within 90 days of the date the written notice provided in paragraph (3)(c) is provided to the district. The approval status designations and the effect of these designations are as follows:

(a) Approved. An approved system meets all criteria found in paragraph (2). A district may implement the evaluation system(s) after receiving notification of Department approval.

(b) Conditionally Approved. Evaluation systems shall be designated conditionally approved if the school district's evaluation system meets the requirements of elements I through VII of the Review and Approval Checklist for Instructional Personnel and School Administrator Evaluation Systems, but fails to satisfy one or more of the other requirements for the evaluation systems found on the Review and Approval Checklist, or Section 1012.34, F.S., or paragraph (2)(b) of this rule. The school district's system designated as conditionally approved shall be revised so that it is in full compliance with all requirements for evaluation systems, and resubmitted to the Department for review and approval. Notice of conditional approval shall contain the time period when the revised evaluation system shall be submitted and shall allow a district a minimum of 14 calendar days to submit. Upon receiving notice of conditional approval, the district may implement all approved portions of the evaluation system.

(c) Denied. A school district evaluation system shall be denied if the school district's evaluation system does not meet the requirements of paragraph (2) of this rule. A school district's system designated as conditionally approved shall be denied, if the requirements for evaluation systems are not met within 60 days of the Department's written notice granting the conditionally approved status. A district may seek an extension of time if the district demonstrates that unforeseeable or uncontrollable circumstances caused a delay. The Commissioner may grant an extension of 30 days. A district may not implement a denied evaluation system until the system is approved or conditionally approved.

(d) Approval Rescinded. A district's evaluation system approval status may be rescinded based upon monitoring conducted under paragraph (6)(c) of this rule. A system requiring modifications to implementation of elements I through VII of the Review and Approval Checklist for Instructional Personnel and School Administrator Evaluation Systems, Form No. EQEVAL-2012, shall result in an approval status of denied. A system requiring modifications to implementation of elements VIII through XII of the Review and Approval Checklist for Instructional Personnel and School Administrator Evaluation Systems, Form No. EQEVAL-2012, shall result in an approval status of conditionally approved.

(5) Modifications to an Approved Evaluation System. Modifications to an approved evaluation system may be made pursuant to the following:

(a) An evaluation system is "substantially modified" when:

1. A different research framework is adopted as the basis for the system;
2. Scoring and weighting methods are changed;
3. Rubrics defining performance levels or proficiency level expectations are changed;
4. Evaluation measures or metrics are added or deleted from the system;
5. Processes for observation or feedback are changed;
6. There are changes in processes for informing employees of performance expectations expressed in the evaluation system or in training and maintaining evaluators' proficiency in use of the system; or
7. There are changes in the personnel who may contribute evidence to be used in evaluations.

(b) A substantially modified evaluation system shall be submitted to the Department for approval using Form EQEVAL-2012 and shall not be implemented prior to Department approval.

(c) An evaluation system that has been modified less than substantially shall be submitted to the Department in writing. These modifications shall not be implemented prior to receipt of written notice from the Department confirming that the evaluation system has not been substantially modified. The Department shall provide the district written notice within 21 days of the Department's receipt of the modified system.

(6) Implementation Monitoring: Districts and the Department shall implement quality control monitoring that identifies the impact of evaluation systems on quality improvements in instructional, administrative, and supervisory services.

(a) The use of data from quality control monitoring shall be used by districts to review and revise organizational policies, infrastructure, practices, procedures, and resource allocations to promote effective implementation and to remove barriers to success. The district monitoring elements shall include:

1. The effectiveness of evaluation system on improvement of student learning growth and faculty and leadership development;

2. The impact of professional development on instructional personnel and school administrators' proficiency;

3. Procedures to establish, monitor and sustain inter-rater accuracy and reliability;

4. Procedures to establish, monitor and sustain the accuracy of evaluators' feedback;

5. Frequency and effectiveness of feedback on proficiency on the indicators;

6. Implementation of evaluation system(s) at school and district levels;

7. Use of evaluation data to inform individual, school, and district improvement planning consistent with the requirements of Section 1001.42(18), F.S.;

8. Use of evaluation data to identify professional development priorities consistent with the requirements of Section 1012.98, F.S., and Rule 6A-5.071, F.A.C.;

9. Implementation of assessments that are used to measure student growth and performance for evaluation purposes; and

10. Alignment of evaluation indicators with contemporary research-based practices associated with improving student learning growth and the quality of instructional, administrative, and supervisory services;

(b) The Department's monitoring elements are found in subparagraph (6)(b)1. a. through g.:

1. Coordination of Data Analysis. In order to assist the Department in monitoring implementation of district evaluation systems and their impact on student learning growth and the quality of instructional, administrative, and supervisory services, a district shall submit the following information 30 days prior the district's scheduled review of its district evaluation systems pursuant to subparagraph (6)(b)2.:

a. Professional development provided on high effect size instructional and leadership strategies;

b. Data collection processes used to gather evidence of impact of professional development on high effect size instructional and leadership strategies;

c. Evidence of alignment of professional development and the district's evaluation indicators;

d. Data elements included in the district's Local Instructional Improvement System (LIIS) pursuant to Section 1006.281 F.S., that align professional development proficiencies with evaluation indicators;

e. Data collection processes used to gather evidence on the quality of school level implementation of state approved initiatives related to student learning growth on Common Core and Next Generation Sunshine State Standards as incorporated by reference in Rule 6A-1.09401, FAC.;

f. District data collection processes that track the impact of evaluation system implementation on student learning growth and instructional and administrative proficiency on evaluation indicators; and

g. District use of impact data to modify and improve instructional and administrative evaluation systems.

2. Five Year Continuous Improvement Cycle.

a. The Department shall publish a schedule for review of district evaluation systems for instructional personnel and school administrators in five-year cycles on the Department's website at www.fldoe.org/profdev/pa.asp. The cycle of review shall commence in the 2014-15 school year.

b. Such reviews shall include the results of annual quality control monitoring and systemic change actions taken based on those results, the issues in subparagraph (6)(b)1. of this rule, and the implementation status of the requirements for evaluation systems specified in subsection (2) of this rule.

c. Such reviews shall include a joint Department and district assessment of the alignment of district evaluation practices for instructional personnel and school administrators on student growth, faculty and leadership development, and professional development on the core standards and expectations.

d. Where a review identifies barriers to implementation of the evaluation system the district shall develop an action plan to eliminate or mitigate any identified barriers.

e. The reviews shall result in continued approval of a district's evaluation systems or modifications to the system based on the monitoring criteria.

(7) Reporting.

(a) All evaluation systems approved pursuant to this rule shall be posted online by the submitting organization on a district website within 30 days of approval of the evaluation system. The current URL

of the district's posted documentation shall be provided to the Department by submitting the URL to EdQualityEvalSystems@fldoe.org, and it will be included on the Department's website, www.fldoe.org/profdev/pa.asp. The district website postings shall provide access to the approved evaluation criteria, including rating rubrics, cut scores, and weighting formulas, evaluation system indicators, feedback processes and forms, and summative evaluation performance levels.

(b) The District's annual report on the status of evaluation system implementation required by Section 1012.34(1)(a), F.S., shall address the monitoring results listed in subsection (6) of this rule.

Rulemaking Authority ~~1006.281~~, 1012.34, ~~1012.98~~1001.02, FS. Law Implemented ~~1001.42(18)~~, 1006.281, ~~1012.12(1) (c)~~, 1012.34, 1012.98 FS. History—New 6-19-01

2014

GADSDEN COUNTY PUBLIC SCHOOLS SCHOOL LEADER EVALUATION SYSTEM Observation and Evaluation Forms and Procedures for Leadership Practice Effective July 1, 2014

A Comprehensive System for Professional Development and Annual
Evaluation of School Administrators
Aligned with the Florida Principal Leadership Standards SBE Rule 6A-5.080
Reviewed and Approved by the Florida Department of Education

Submitted for Review and Approval
Florida Department of Education
5/1/2014



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About Evaluation

For the purpose of increasing student learning growth by improving the quality of instructional, administrative, and supervisory services in the public schools of the state, the district school superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district. Florida Statutes Section 1012.34 (1) (a).

What does this mean?

To accomplish the purpose defined in law, a district evaluation system for school administrators must:

1. Be focused on school leadership actions that impact student learning , and;
2. Support professional learning on performance of duties and responsibilities that matter most for student learning, faculty and leadership development.

The evaluation system adopted by the district is:

- ✓ Based on contemporary research that reveals educational leadership behaviors that, when done correctly and in appropriate circumstances, have a positive impact on student learning and faculty development.
- ✓ Fully aligned with the Florida Principal Leadership Standards – a State Board of Education rule that sets expectations for principal performance (SBE Rule 6A-5.080).

A New Approach to Evaluation: This evaluation system is designed to support three processes:

- **Self-reflection** by the leader on current proficiencies and growth needs (What am I good at? What can I do better?)
- **Feedback** from the evaluator and others on what needs improvement.
- **An annual summative evaluation** that assigns one of the four performance levels required by law (i.e., Highly Effective, Effective, Needs Improvement, or Unsatisfactory).

What is evaluated?

Evaluation of school leaders is based on observation and evidence about certain leadership behaviors AND the impact of a leader's behavior on others.

The portion of evaluation that involves “impact on others” comes in two components:

1. Student Growth Measures: At least 50% of a school leader's annual evaluation is based on the performance of students in the school on specific state or district assessments (e.g. FSA, FCAT, EOC exams).
2. The Leadership Practice: This component contributes the remaining percentage of the school leader's evaluation. Leadership Practice combines results of the Florida School

Leader Assessment (FSLA) and an additional Metric – Deliberate Practice. The FSLA contribution to evaluation is based on observation of the leader's actions and the leader's impact on the actions and behaviors of others

The processes and forms described in the following pages are focused on the Leadership Practice component of evaluation.

Training and Reflection

The content of the district evaluation system informs those evaluated and those doing evaluations of the issues to address and the processes to use.

- Those being evaluated use these documents to guide self-reflection on practices that improve your work.
- Evaluators provide both recurring feedback to guide growth in proficiency in district priorities and provide summative performance ratings.
- Those who are both evaluated by this system and evaluate other with it will do both.

Things to know:

1. The Research Framework(s) on which the evaluation system is based. Each research framework is associated with particular approaches to instruction or leadership. The research aligned with the district framework(s) is a useful source of deeper understanding of how to implement strategies correctly and in appropriate circumstances. Evaluators can provide better feedback to sub-ordinates when they understand the research framework
2. Inter-rater reliability: Evaluators in the district should be able to provide sub-ordinates similar feedback and rating so that there is consistent use of the evaluation system across the district. This is promoted by training on the following:
 - a. The “look fors” – what knowledge, skills, and impacts are identified as system priorities by inclusion of indicators in the evaluation system.
 - b. The Rubrics – how to distinguish proficient levels.
 - c. Rater reliability checks. Processes for verifying raters meet district expectations in using the rubrics.
3. Specific, Actionable, and Timely Feedback Processes: What evaluators observe does not promote improvement unless it is conveyed to employees as specific, actionable and timely manner. Training on how to do so is essential.
4. Conferences protocols and use of forms: Know what is required regarding meetings, conference procedures, use of forms, and records.

5. Processes and procedures for implementing the evaluation system
 - a. Evidence gathering: What sources are to be used?
 - b. Timeframes, record keeping
 - c. Scoring rules
6. Student Growth Measures: What are the districts requirements regarding use of student growth measures in the district's evaluation system?
7. Sources of information about the evaluation system: Where can evaluators and employees access manuals, forms, documents etc. regarding the evaluation process.
8. Additional metrics: Training on any additional metrics use to supplement the practice portion of evaluation.

Framework: Leadership Evaluation

A Multi-Dimensional Framework: This evaluation system is based on contemporary research and meta-analyses by Dr. Douglas Reeves, Dr. John Hattie, Dr. Vivian Robinson, Dr. Robert Marzano and other research findings that identify school leadership strategies or behaviors that, done correctly and in appropriate circumstances, have a positive probability of improving student learning and faculty proficiency on instructional strategies that positively impact student learning.

REFERENCE LIST

Illustrative reference lists of works associated with this framework are provided below

MULTI-DIMENSIONAL LEADERSHIP FRAMEWORK: Illustrative references

- Reeves, D. (2009). *Assessing Educational Leaders: Evaluating Performance for Improved Individual and Organizational Results*. Thousand Oaks, CA: Corwin Press.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge.
- Horng, E., Klasik, D., & Loeb, S. (2010). *Principal's time use and school effectiveness*. Stanford University.
- Kouzes, J. M., & Posner, B. Z. (2010). *The truth about leadership*. San Francisco, CA: Jossey-Bass.
- Louis, K. S., Leithwood, K., Wahlstrom, K. L., & Anderson, S. E. (2010). *Investigating the links to improved student learning*. The Wallace Foundation.
- Robinson, V. M. J. (2011). *Student-centered leadership*. San Francisco, CA: Jossey-Bass.
- Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching*. Alexandria VA: ASCD

Conference/Proficiency Status Short Form

Florida School Leader Assessment (FSLA) Conference Summary/Proficiency Status Update - Short Form

Leader:
Supervisor:
This form summarizes feedback about proficiency on the indicators, standards, and domains marked below based on consideration of evidence encountered during this timeframe: _____

Domain 1: Student Achievement				
	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.				
Proficiency Area 1 - Student Learning Results: Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.				
	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 1.1 – Academic Standards	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 1.2 – Performance Data	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 1.3 – Planning and Goal Setting	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 1.4 - Student Achievement Results	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Proficiency Area 2 - Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success.				
	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 2.1 - Learning Organization	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 2.2 - School Climate	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 2.3 - High Expectations	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 2.4 - Student Performance Focus	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

Domain 2: Instructional Leadership				
	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.				
Proficiency Area 3 - Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.				
	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.1 - FEAPs	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.2- Standards based Instruction	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.3 - Learning Goals Alignments	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.4 - Curriculum Alignments	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.5 - Quality Assessments	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.6 - Faculty Effectiveness	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Proficiency Area 4 - Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.				
	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.1 - Recruitment and Retention	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

Indicator 4.2- Feedback Practices	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.3 - High effect size strategies	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.4 - Instructional Initiatives	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.5 - Facilitating & Leading Prof. Learning	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.6 -Faculty Development Alignments	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.7 - Actual Improvement	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Proficiency Area 5 - Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.				
	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 5.1 - Student Centered	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 5.2 - Success Oriented	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 5.3- Diversity	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 5.4 - Achievement Gaps	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

Domain 3 - Organizational Leadership				
	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
<i>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.</i>				
Proficiency Area 6 - Decision Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.				
	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 6.1- Prioritization Practices	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 6.2- Problem Solving.	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 6.3 - Quality Control	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 6.4 - Distributive Leadership	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 6.5 - Technology Integration	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Proficiency Area 7 - Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.				
Indicator 7.1- Leadership Team	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 7.2 - Delegation	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 7.3 - Succession Planning	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 7.4 - Relationships	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Proficiency Area 8 - School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.				
	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 8.1 - Organizational Skills	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 8.2- Strategic Instructional Resourcing	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 8.3 - Collegial Learning Resources	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Proficiency Area 9 - Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community.				
	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 9.1-- Constructive Conversations	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

Indicator 9.2 - Clear Goals and Expectations	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 9.3 - Accessibility	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 9.4 - Recognitions	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

Domain 4 - Professional and Ethical Behaviors

☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.

Proficiency Area 10 - Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.

	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 10.1 – Resiliency	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 10.2 - Professional Learning	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 10.3 - Commitment	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 10.4 – Professional Conduct	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

Additional Metric: Deliberate Practice Guidelines

Deliberate Practice: The leaders work on specific improvements in mastery of educational leadership. This is a separate metric and is combined with the FSLA Domain Scores to determine a summative leadership score.

Deliberate Practice (DP) Proficiency Area(s) and Target(s) for School Leader Growth
<p>Deliberate Practice Priorities: The leader and the evaluator identify 1 to 4 specific and measurable priority learning goals related to teaching, learning, or school leadership practices that impact student learning growth. One or two targets are recommended.</p> <ul style="list-style-type: none"> The target of a deliberate practice process describe an intended result and will include “scales” or progress points that guide the leader toward highly effective levels of personal mastery; The leader takes actions to make discernible progress on those priority goals; monitors progress toward them, uses the monitoring data to make adjustments to practice, and provides measurable evidence of growth in personal mastery of the targeted priorities. The evaluator monitors progress and provides feedback. <u>The targets are “thin slices” of specific gain s sought</u> – not broad overviews or long term goals taking years to accomplish. Deliberate practices ratings are based on comparison of proficiency at a “start point” and proficiency at a designated “evaluation point”. The start point data can be based on a preceding year FSLA evaluation data on a specific indicator or proficiency area, or determined by school leader and evaluator either at the end of the preceding work year or at the start of the new work year in which the DP targets will be used for evaluation. <p>Relationship to other measures of professional learning: Whereas FSLA indicator 4.5 addresses the leader’s involvement with professional learning focused on faculty needs and indicator 10.2 addresses the leader’s pursuit of learning aligned with a range of school needs, the Deliberate Practice targets are more specific and deeper learning related to teaching, learning, or school leadership practices that impact student learning. The DP learning processes establish career-long patterns of continuous improvement and lead to high quality instructional leadership.</p> <p>Selecting Growth Targets:</p> <p>Growth target 1: An issue that addresses a school improvement need related to student learning and either selected by the district or approved by leader’s supervisor. The focus should be on complex issues that take some time to master such as providing observation and feedback of high-effect size instructional practices.</p> <p>Growth target 2: An issue related to a knowledge base or skill set relevant to instructional leadership selected by leader).</p> <p>Growth target 3-4: Optional: additional issues as appropriate.</p> <ul style="list-style-type: none"> The addition of more targets should involve estimates of the time needed to accomplish targets 1 and 2. Where targets 1 and 2 are projected for mastery in less than half of a school year, identify additional target(s). <p>The description of a target should be modeled along the lines of learning goals.</p> <ul style="list-style-type: none"> A concise description (rubric) of what the leader will know or be able to do Of sufficient substance to take at least 6 weeks to accomplish Includes scales or progressive levels of progress that mark progress toward mastery of the goal. <p>Rating Scheme</p> <ul style="list-style-type: none"> Unsatisfactory = no significant effort to work on the targets Needs Improvement = evidence some of the progress points were accomplished but not all of the targets Effective = target accomplished Highly effective = exceeded the targets and able to share what was learned with others

Sample:

Target: Leader will be able to provide feedback to classroom teachers on the effectiveness of learning goals with scales in focusing student engagement on mastery of state standards.

Scales:

Level 3: Leader develops and implements a process for monitoring the alignment of classroom assessments to track trends in student success on learning goals.

Level 2: Leader develops and implements a process for routinely visits classes and engaging students in discussion on what they are learning and compares student perceptions with teacher's learning goals.

Level 1: Leader can locate standards in the state course description for each course taught at the school and completes the on-line module on Learning Goals (both at www.floridastandards.org) and engages teachers in discussion on how they align instruction and learning goals with course standards.

Deliberate Practice Growth Target

School Leader's Name and Position: _____ Evaluators Name and Position: _____ Target for school year: <u>2014-15</u> Date Growth Targets Approved: _____ School Leader's Signature: _____ Evaluator's Signature: _____ Deliberate Practice Growth Target #: ____ (Insert target identification number here, then check one category below) () District Growth Target () School Growth Target () Leader's Growth target
Focus issue(s): Why is the target worth pursuing?
Growth Target: <i>Describe what you expect to know or be able to do as a result of this professional learning effort.</i>
Anticipated Gain(s): What do you hope to learn?
• •
Plan of Action: A general description of how you will go about accomplishing the target.
Progress Points: List progress points or steps toward fulfilling your goal that enable you to monitor your progress.
1. 2. 3
Notes:

FSLA Proficiency Areas with Indicators

Florida School Leader Assessment

A Multidimensional Leadership Assessment

4 Domains - 10 Proficiency Areas - 45 Indicators

A **summative performance level** is based 50% on Student Growth Measures (SGM) that conform to the requirements of s. 1012.34, F.S., and 50% on a Leadership Practice Score. In the Florida State Model, the Leadership Practice Score is obtained from two metrics:

- Florida School Leader Assessment (FSLA)
- Deliberate Practice Score

The school leader's FSLA Score is combined with a Deliberate Practice Score to generate a Leadership Practice Score. The tables below list the school leader performance proficiencies addressed in the four domains of the FSLA and the Deliberate Practice Metric.

Domain 1: The focus is on leadership practices that impact prioritization and results for student achievement on priority learning goals - knowing what's important, understanding what's needed, and taking actions that get results.

Domain 1: Student Achievement 2 Proficiency Areas – 8 Indicators This domain contributes 20% of the FSLA Score
Proficiency Area 1 - Student Learning Results: Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.
Indicator 1.1 – <u>Academic Standards</u> : The leader demonstrates understanding of student requirements and academic standards (Florida Standards and NGSSS).
Indicator 1.2 – <u>Performance Data</u> : The leader demonstrates the use of student and adult performance data to make instructional leadership decisions.
Indicator 1.3 – <u>Planning and Goal Setting</u> : The leader demonstrates planning and goal setting to improve student achievement.
Indicator 1.4 – <u>Student Achievement Results</u> : The leader demonstrates evidence of student improvement through student achievement results.
Proficiency Area 2 - Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success.
Indicator 2.1 – <u>Learning Organization</u> : The leader enables faculty and staff to work as a system focused on student learning, and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.
Indicator 2.2 – <u>School Climate</u> : The leader maintains a school climate that supports student engagement in learning.
Indicator 2.3 – <u>High Expectations</u> : The leader generates high expectations for learning growth by all students.
Indicator 2.4 – <u>Student Performance Focus</u> : The leader demonstrates understanding of present levels of student performance based on routine assessment processes that reflect the current reality of student proficiency on academic standards.

Domain 2: The focus is on instructional leadership – what the leader does and enables others to do that supports teaching and learning.

Domain 2: Instructional Leadership 3 Proficiency Areas – 17 Indicators This domain contributes 40% of the FSLA Score
Proficiency Area 3 - Instructional Plan Implementation: Effective school leaders work collaboratively

to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.
Indicator 3.1 – <u>FEAPs</u> : The leader aligns the school’s instructional programs and practices with the Florida Educator Accomplished Practices (FEAPs) (Rule 6A-5.065, F.A.C.), and models use of Florida’s common language of instruction to guide faculty and staff’s implementation of the foundational principles and practices.
Indicator 3.2 - <u>Standards-based Instruction</u> : The leader delivers an instructional program that implements the state’s adopted academic standards (Florida Standards and NGSSS) in a manner that is rigorous and culturally relevant to the students by aligning academic standards, effective instruction and leadership, and student performance practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, and communicating to faculty the cause and effect relationship between effective instruction on academic standards and student performance.
Indicator 3.3 - <u>Learning Goals Alignments</u> : The leader implements recurring monitoring and feedback processes to insure that priority learning goals established for students are based on the state’s adopted student academic standards as defined in state course descriptions, presented in student accessible forms, and accompanied by scales or rubrics to guide tracking progress toward student mastery.
Indicator 3.4 - <u>Curriculum Alignments</u> : The leader implements systemic processes to insure alignment of curriculum resources with state standards for the courses taught.
Indicator 3.5 - <u>Quality Assessments</u> : The leader ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.
Indicator 3.6 - <u>Faculty Effectiveness</u> : The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district’s instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency on the FEAPs.
Proficiency Area 4 - Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.
Indicator 4.1 - <u>Recruitment and Retention</u> : The leader employs a faculty with the instructional proficiencies needed for the school population served.
Indicator 4.2 - <u>Feedback Practices</u> : The leader monitors, evaluates proficiency, and secures and provides timely and actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.
Indicator 4.3 - <u>High Effect Size Strategies</u> : Instructional personnel receive recurring feedback on their proficiency on high effect size instructional strategies.
Indicator 4.4 - <u>Instructional Initiatives</u> : District-supported state initiatives focused on student growth are supported by the leader with specific and observable actions, including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives.
Indicator 4.5 - <u>Facilitating and Leading Professional Learning</u> : The leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.
Indicator 4.6 - <u>Faculty Development Alignments</u> : The leader implements professional learning processes that enable faculty to deliver culturally relevant and differentiated instruction by generating a focus on student and professional learning in the school that is clearly linked to the system-wide objectives and the school improvement plan; identifying faculty instructional proficiency needs (including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement); aligning faculty development practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals; and using instructional technology as a learning tool for students and faculty.
Indicator 4.7 - <u>Actual Improvement</u> : The leader improves the percentage of effective and highly effective teachers on the faculty.

Proficiency Area 5 - Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.
Indicator 5.1 – <u>Student-Centered</u> : The leader maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning, and building a foundation for a fulfilling life in a democratic society and global economy by providing recurring monitoring and feedback on the quality of the learning environment and aligning learning environment practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals.
Indicator 5.2 – <u>Success-Oriented</u> : The leader initiates and supports continuous improvement processes and a multi-tiered system of supports focused on the students' opportunities for success and well-being.
Indicator 5.3 - <u>Diversity</u> : To align diversity practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, the leader recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning, and promotes school and classroom practices that validate and value similarities and differences among students.
Indicator 5.4 - <u>Achievement Gaps</u> : The leader engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps associated with student subgroups within the school.

Domain 3: The focus is on school operations and leadership practices that integrate operations into an effective system of education.

<p align="center">Domain 3 - Operational Leadership 4 Proficiency Areas – 16 Indicators This domain contributes 20% of the FSLA Score</p>
Proficiency Area 6 - Decision-Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision-making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.
Indicator 6.1 - <u>Prioritization Practices</u> : The leader gives priority attention to decisions that impact the quality of student learning and teacher proficiency, gathering and analyzing facts and data, and assessing alignment of decisions with school vision, mission, and improvement priorities.
Indicator 6.2 – <u>Problem-Solving</u> : The leader uses critical thinking and problem-solving techniques to define problems and identify solutions.
Indicator 6.3 - <u>Quality Control</u> : The leader maintains recurring processes for evaluating decisions for effectiveness, equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implements actions as needed.
Indicator 6.4 - <u>Distributive Leadership</u> : The leader empowers others and distributes leadership when appropriate.
Indicator 6.5 - <u>Technology Integration</u> : The leader employs effective technology integration to enhance decision making and efficiency throughout the school. The leader processes changes and captures opportunities available through social networking tools, accesses and processes information through a variety of online resources, incorporates data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.
Proficiency Area 7 - Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.
Indicator 7.1 - <u>Leadership Team</u> : The leader identifies and cultivates potential and emerging leaders, promotes teacher-leadership functions focused on instructional proficiency and student learning, and aligns leadership development practices with system objectives, improvement planning, leadership proficiency needs, and appropriate instructional goals.
Indicator 7.2 – <u>Delegation</u> : The leader establishes delegated areas of responsibility for subordinate leaders and manages delegation and trust processes that enable such leaders to initiate projects or tasks, plan, implement, monitor, provide quality control, and bring projects and tasks to closure.
Indicator 7.3 - <u>Succession Planning</u> : The leader plans for and implements succession management in key positions.
Indicator 7.4 - <u>Relationships</u> : The leader develops sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders.

Proficiency Area 8 - School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.
Indicator 8.1 - <u>Organizational Skills</u> : The leader organizes time, tasks, and projects effectively with clear objectives, coherent plans, and establishes appropriate deadlines for self, faculty, and staff.
Indicator 8.2 - <u>Strategic Instructional Resourcing</u> : The leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.
Indicator 8.3 - <u>Collegial Learning Resources</u> : The leader manages schedules, delegates, and allocates resources to provide recurring systemic support for collegial learning processes focused on school improvement and faculty development.
Proficiency Area 9 - Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community.
Indicator 9.1 - <u>Constructive Conversations</u> : The leader actively listens to and learns from students, staff, parents, and community stakeholders and creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important issues.
Indicator 9.2 - <u>Clear Goals and Expectations</u> : The leader communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.
Indicator 9.3 - <u>Accessibility</u> : The leader maintains high visibility at school and in the community, regularly engages stakeholders in the work of the school, and utilizes appropriate technologies for communication and collaboration.
Indicator 9.4 - <u>Recognitions</u> : The leader recognizes individuals, collegial work groups, and supporting organizations for effective performance.

Domain 4: The focus is on the leader's professional conduct and leadership practices that represent quality leadership.

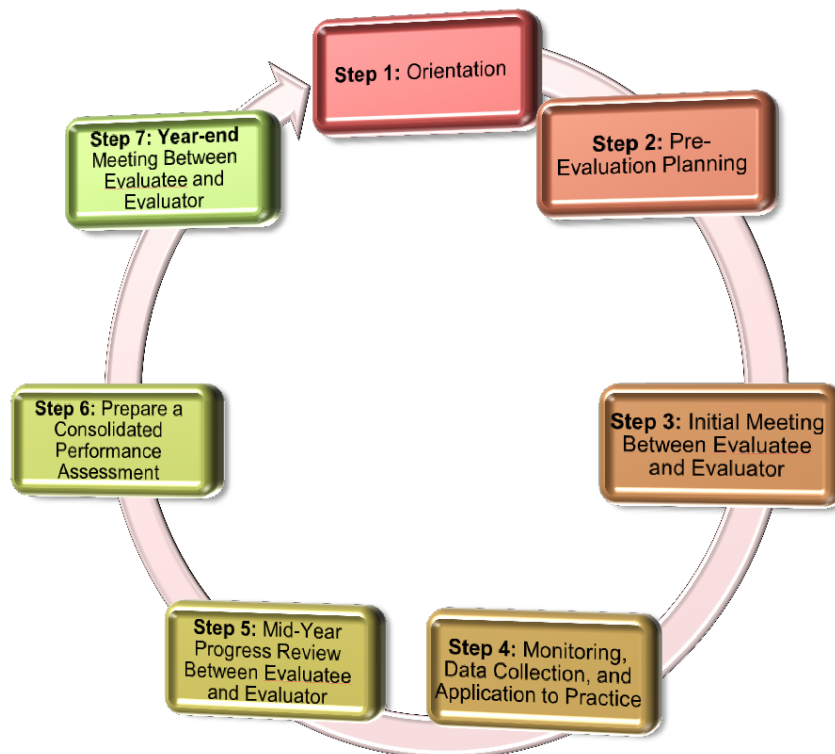
<p align="center">Domain 4 - Professional and Ethical Behaviors</p> <p align="center">1 Proficiency Area – 4 Indicators</p> <p align="center">This domain contributes 20% of the FSLA Score</p>
Proficiency Area 10 - Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.
Indicator 10.1 - <u>Resiliency</u> : The leader demonstrates resiliency in pursuit of student learning and faculty development by staying focused on the school vision and reacting constructively to adversity and barriers to success, acknowledging and learning from errors, constructively managing disagreement and dissent with leadership, and bringing together people and resources with the common belief that the organization can grow stronger when it applies knowledge, skills, and productive attitudes in the face of adversity.
Indicator 10.2 - <u>Professional Learning</u> : The leader engages in professional learning that improves professional practice in alignment with the needs of the school and system and demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.
Indicator 10.3 - <u>Commitment</u> : The leader demonstrates a commitment to the success of all students, identifying barriers and their impact on the well being of the school, families, and local community.
Indicator 10.4 - <u>Professional Conduct</u> : The leader adheres to the Code of Ethics of the Education Profession in Florida (Rule 6B-1.001, F.A.C.) and to the Principles of Professional Conduct for the Education Profession (Rule 6B-1.006, F.A.C.).

FSLA Process

The Florida School Leader Assessment

Districts implement the Florida School Leader Assessment (FSLA) processes listed below to provide:

- **Guides to self-reflection** on what's important to success as a school leader
- **Criteria for making judgments** about proficiency that are consistent among raters
- **Specific and actionable feedback** from colleagues and supervisors focused on improving proficiency
- **Summative evaluations** of proficiency and determination of performance levels



The seven steps of the FSLA are described below:

Step 1: Orientation: The orientation step can occur at the start of a new work year, at the start of a new school year, or at the start of assignment (or new assignment) as a principal. The depth and detail of orientation may vary based on prior training and whether changes in evaluation model have occurred, but an annual orientation or re-fresher orientation should occur. The orientation step should include:

- District provided orientation and training on the Florida Principal Leadership Standards (FPLS), Student Success Act, applicable State Board of Education rules, Race to the Top (RTTT) requirements, and district specific expectations that are subject to the evaluation system.
- All leaders and evaluators should have access to the content and processes that are subject to the evaluation system. All leaders and evaluators should have access to the same information and expectations. This may be provided by the leader's review of district evaluation documents, online modules, mentor sessions, or face-to-face training where awareness of district processes and expectations are identified.
- At the orientation step, each school leader is expected to engage in personal reflection on the connection between his/her practice and the FPLS and the indicators in the district evaluation system. This is a "what do I know and what do I need to know" self-check aligned with the FPLS and the district evaluation system indicators.

Step 2: Pre-evaluation Planning: After orientation processes, the leader and evaluator prepare for a formal conference to address evaluation processes and expectations. Two things occur:

- Leader's self-assessment from the orientation step moves to more specific identification of improvement priorities. These may be student achievement priorities or leadership practice priorities. The leader gathers any data or evidence that supports an issue as an improvement priority. This may include School Improvement Plan (SIP), student achievement data, prior faculty evaluations, and evidence of systemic processes that need work.
- The evaluator articulates a perspective on strengths and growth needs for the leader and for student achievement issues at the school.

Step 3: Initial Meeting between evaluatee and evaluator: A meeting on "expectations" held between leader and supervisor to address the following:

- Evaluation processes are reviewed and questions answered.
- Perceptions (of both) from Pre-evaluation Planning are shared.
- Domain, Proficiency Areas, Indicators from evaluation system that will be focus issues are identified and discussed.
- Student growth measures that are of concern are discussed.
- Relationship of evaluation indicators to the SIP and district-supported initiatives are discussed.
- Such a meeting is typically face-to-face but may also be via tele-conference or phone. (Meeting issues can be clarified via texts and emails as appropriate.)

- Proposed targets for Deliberate Practice (additional metric) are discussed and determined, or a timeframe for selection of Deliberate Practice targets are set. While a separate meeting or exchange of information may be implemented to complete the Deliberate Practice targets, they should be discussed at the Step 3 Conference given their importance to the leader's growth and the summative evaluation.

Step 4: Monitoring, Data Collection, and Application to Practice: Evidence is gathered that provides insights on the leader's proficiency on the issues in the evaluation system by those with input into the leader's evaluation.

- The leader shares with supervisor evidence on practice on which the leader seeks feedback or wants the evaluator to be informed.
- The evaluator accumulates data and evidence on leader's actions or impact of leader's actions during the routine conduct of work. Such data and evidence may come from site visits, be provided by the leader, from formal or informal observations, or from evidence, artifacts or input provided by others. The accumulated information is analyzed in the context of the evaluation system indicators.
- As evidence and observations are obtained that generate specific and actionable feedback, it is provided to the leader in a timely manner. Feedback may be provided face-to-face, via FSLA forms, via email or telephone, or via memoranda.
- Collegial groups, mentors, communities of practice (CoPs), professional learning communities (PLCs), and lesson study groups in which the leader participates may provide specific and actionable feedback for proficiency improvement.
- These monitoring actions occur before and continue after the mid-year Progress Check (step 5).

Step 5: Mid-year Progress Review between evaluatee and evaluator: At a mid-year point, a progress review is conducted.

- Actions and impacts of actions taken on priorities identified in Step 3 Initial Meeting are reviewed.
- Any indicators which the evaluator has identified for a specific status update are reviewed. (The leader is given notice of these indicators prior to the Progress Check, as the feedback expected is more specific than that for the general indicator overview.)
- The leader is prepared to provide a general overview of actions/processes that apply to all of the domains and proficiency areas and may include any of the indicators in the district system. Any indicator that the evaluator or the leader wishes to address should be included.
- Strengths and progress are recognized.
- Priority growth needs are reviewed.
- Where there is no evidence related to an indicator and no interim judgment of proficiency can be provided, a plan of action must be made:
 - If the evaluator decides that the absence of evidence indicates unsatisfactory proficiency because actions or impacts of action should be evident if leader

was proficient, the leader is provided notice that the indicator(s) will be addressed in a follow-up meeting.

- The absence of evidence is explained by lack of opportunity for the evaluator to note anything relevant, and leader is asked to provide follow-up data on the indicator prior to the year-end conference.
- The lack of evidence on one indicator is balanced by substantial evidence on other indicators in the same proficiency area. No follow-up is required until evidence supporting a Needs Improvement (NI) or Unsatisfactory (U) rating emerges.
- Any actions or inactions which might result in an unsatisfactory rating on a domain or proficiency area if not improved are communicated.
- Any indicators for which there is insufficient evidence to rate proficiency at this stage, but which will be a priority for feedback in remainder of the year, are noted.
- *FSLA Feedback and Protocol Form* (or district equivalent) is used to provide feedback on all indicators for which there is sufficient evidence to rate proficiency. Notes or memorandums may be attached to the forms as appropriate to reflect what is communicated in the Progress Check.

Step 6: Prepare a consolidated performance assessment: The summative evaluation form is prepared by the evaluator and a performance rating assigned.

- Consider including relevant and appropriate evidence by any party entitled to provide input into the leader's evaluation.
- Review evidence on leader's proficiency on indicators.
- Use accumulated evidence and rating on indicators to rate each proficiency area.
- Consolidate the ratings on proficiency areas into domain ratings.
- Consolidate Domain ratings, using FSLA weights, to calculate a FSLA score.

Step 7: Year-end Meeting between evaluatee and evaluator: The year-end meeting addresses the FSLA score, the Deliberate Practice Score and Student Growth Measures.

- The FSLA score is explained.
- The leader's growth on the Deliberate Practice targets is reviewed and a Deliberate Practice Score assigned.
- The FSLA Score and Deliberate Practice Score are combined (as per weighting formula) to generate a Leadership Practice Score.
- If the Student Growth Measurement (SGM) score is known, inform the leader how the Leadership Practice Score and SGM Score combine to a summative performance level of Highly Effective, Effective, Needs Improvement, or Unsatisfactory.
- If SGM score is not known, inform leader of possible performance levels based on known Leadership Practice Score and various SGM outcomes.
- If recognitions or employment consequences are possible based on performance level, inform leader of district process moving forward.
- Review priority growth issues that should be considered at next year's step 2 and step 3 processes.

Scoring Guide for State Model Metrics

Directions for use of this Guide

MAKING NO CHANGES!

This guide may be used “as is” if using the state model FSLA and Deliberate Practice metric.

ALL DISTRICTS WILL NEED TO ADD DISTRICT DECISIONS ON CUT SCORES FOR SCHOOL LEADERS IN SECTION FOUR OF THE SCORING GUIDE

MAKING CHANGES IN SCORING, FSLA OR DELIBERATE PRACTICE?

1. Districts may modify the scoring process described in this guide or use a district developed scoring process (which will be described and included in documentation submitted with Review and Approval Checklist)
2. If any aspects of the FSLA or Deliberate Practice metrics are modified by the district, the district should review scoring processes to determine if any of the scoring processes need adjustment based on district changes to the metrics. Submit a scoring process that works with your modified metrics.
3. If a district employs a phase-in option on the FSLA and/or Deliberate Practice metric, the district will need to amend the scoring process to reflect the phase-in decisions.

Scoring Guide for State Model Metrics

An evaluation system that is aligned with the purpose of Section 1012.34, F.S. and applicable State Board rules (e.g., 6A-5.065, 6A-5.080) has two functions:

- Providing quality feedback during a work year that focuses improvement effort on essential proficiencies.
- Generating an annual summative performance level based on the proficiency exhibited during the work year.

For Florida School Leaders being evaluated using the FSLA, the Florida state model for principal evaluation, the summative annual performance level is based on two factors:

- **Student Growth Measures Score (SGM):** The performance of students under the leader's supervision represents 50% of the annual performance level. The specific growth measures used and "cut points" applied must conform to Florida Statutes and State Board rules.
- **Leadership Practice Score:** An assessment of the leader's proficiency on the Florida Principal Leadership Standards (FPLS). This is based on two metrics:
 - The Florida School Leader Assessment (FSLA): A system for feedback and growth based on the leader's work and impact of that work on others. The FSLA contributes 80% of the Leadership Practice Score.
 - Deliberate Practice (DP): Deep learning and growth on a few very specific aspects of educational leadership. The DP Score contributes 20% of the Leadership Practice Score.

Summary of Scoring Processes

1. Score Indicators	Based on rubrics in the "long forms"
2. Score Proficiency Areas	Based on tables in this guide
3. Score Domains	Based on tables in this guide
4. Score FSLA	Based on formula in this guide
5. Score Deliberate Practice Metric	Based on directions in this guide
6. Calculate Leadership Practice Score	Combine FSLA and Deliberate Practice Scores Based on formula in this guide
7. Calculate Student Growth Measure Score	Use district cut points for SGM
8. Assign Proficiency Level rating label	Combine Leadership and SGM scores

What this FSLA Scoring Guide Covers:

Section One: How to "score" the FSLA Section

Two: How to "score" Deliberate Practice Section

Three: Leadership Practice Score Section Four:

Annual Performance Rating

Section One: How to Score the FSLA

District Options: The scoring process for the FSLA is one of a number of alternative scoring methods. Districts using the FSLA may use this scoring process or design a district system for scoring the FSLA. Use of the FSLA and use of the FSLA Scoring system are separate decisions. If using the FSLA scoring process, reference this scoring guide in element II-D in the “Review and Approval Checklist for Instructional Personnel and School Administrator Evaluation Systems” when submitting for review and approval. If you’re scoring model is adapted or is a district-developed scoring process, include your document(s) that describe your scoring process when you submit for review.

About the FSLA Scoring Process

The state scoring model has these features:

- The performance labels used in Section 1012.34, F.S. for summative performance levels are also used in the FSLA to summarize feedback on domains, proficiency areas, and indicators:
 - Highly Effective (HE)
 - Effective (E)
 - Needs Improvement (NI)
 - Unsatisfactory (U)
- Direct Weighting: The FSLA score is based on ratings for each of four domains, but the system specifically gives added weight to Domain 2: Instructional Leadership: The weights are:
 - Domain 1: Student Achievement: 20%
 - Domain 2: Instructional Leadership: 40%
 - Domain 3: Organizational Leadership: 20%
 - Domain 4: Professional and Ethical Behavior: 20%
- Embedded Weighting: The use of Domain scores to generate an FSLA score results in embedded weighting as the Domains have different numbers of indicators. For example: Domain 1 has eight indicators, Domain 3 has 16 indicators and Domain 4 has four indicators, but each Domain contributes 20% to the FLSA score. The result of this is:
 - Domain 2 indicators have the most impact on the FSLA results due to direct weighing. There are 17 indicators, but the Domain is weighted at 40%, thus magnifying the impact of that domain on the final rating.
 - Domain 4 has the next highest level of impact due to embedded weighting. There are only four indicators in this Domain, but the Domain contributes 20% of the FSLA score.
 - Domain 1 has more impact than Domain 3 since Domain 1 has eight indicators and Domain 3 has 16 indicators, but each Domain contributes 20% of the FSLA score.
- Proficiency on Indicators leads to an FSLA Score.
 - Ratings on indicators (using rubrics in the FSLA) are combined to generate a rating (HE, E, NI, or U) on each Proficiency Area.
 - Ratings on Proficiency Areas are combined (using the tables in this scoring guide) to generate a Domain Rating.
 - Ratings on Domains are combined (using tables in this scoring guide) to generate a FLSA Score.

How to determine an FSLA Score?

Generating a score for the FSLA has four steps:

Step One: Rate each Indicator.

Start with judgments on the indicators. Indicators in each Proficiency Area are rated as HE, E, NI, or U based on accumulated evidence.

- The FSLA supports this indicator proficiency rating process with rubrics for distinguishing between the levels (HE, E, NI, or U) that are specific to the indicator.
- To guide the rating decision, illustrative examples of leadership actions and illustrative examples of impacts of leadership actions are provided.
- The rubrics for indicators and the illustrative examples are found in the “long forms” – the Data Collection and Feedback Protocols” posted on www.floridaschoolleaders.org (in the Learning Library, Resources Menu: Evaluation Resources – School Leaders).
- Ratings can be recorded on the long form or the short form (all FSLA forms and supporting resources are found on www.floridaschoolleaders.org).

Rating Labels: What do they mean?

The principal should complete a self-assessment by scoring each of the indicators. The evaluator also will score each of the indicators. In an end-of-the year conference, their respective ratings are shared and discussed. The evaluator then determines a final rating for each indicator and, using the procedures in this scoring guide, calculates an FSLA score.

Indicator ratings:

When assigning ratings to indicators in the FSLA, the evaluator should begin by reviewing the indicator rubrics. These are “word-picture” descriptions of leadership behaviors in each of the four levels of leadership behavior—“Highly Effective”, “Effective”, “Needs Improvement”, and “Unsatisfactory.” The evaluator finds the level that best describes performance related to the indicator.

The rating rubrics provide criteria that distinguish among the proficiency levels on the indicator. The illustrative examples of Leadership Evidence and Impact Evidence for each indicator provide direction on the range of evidence to consider. The rating for each indicator is the lowest rating for which the “word-picture” descriptors are appropriate and representative descriptions of what was observed about the leader’s performance.

The ratings on the indicators aggregate to a rating on the Proficiency Areas based on tables in this guide. The ratings on the Proficiency Areas within a Domain aggregate to a domain rating, using tables and formulas in this scoring guide.

The FSLA rubrics are designed to give principals a formative as well as a summative assessment of where they stand in all leadership performance areas and detailed guidance on how to improve. While they are not checklists for school visits by the principal’s supervisor, they do reflect the key behaviors about which supervisors and principals should be conversing frequently throughout the year. Moreover, these behavioral leadership descriptions will form the basis for principal and supervisor coaching and mentoring sessions.

Distinguishing between proficiency ratings:

The “Effective” level describes leadership performance that has local impact (i.e., within the school) and meets organizational needs. It is adequate, necessary, and clearly makes a significant contribution to the school. The majority of the leadership workforce will be in the effective area once they have a clear understanding of what the FPLS require and have made the adjustments and growth necessary to upgrade performance. The previous rating system of “satisfactory” and “unsatisfactory” does not provide any guidance as to where those who repeat past performance levels will fall in the shift to research and standards-based assessments. Both school leaders and evaluators should reflect on performance based on the new FPLS and the rubrics of the FSLA.

The “Highly Effective” level is reserved for truly outstanding leadership as described by very demanding criteria. Performance at this level is dramatically superior to “Effective” in its impact on students, staff members, parents, and the school district. Highly effective leadership results from recurring engagement with “deliberate practice.” In brief, the “Highly Effective” leader helps every other element within the organization become as good as they are. In normal distributions, some leaders will be rated highly effective on some indicators, but very few leaders will be rated highly effective as a summative performance level.

The “Needs Improvement” level describes principals who understand what is required for success, are willing to work toward that goal, and, with coaching and support, can become proficient. Needs improvement rating will occur where expectations have been raised and standards made more focused and specific. Professional behavior and focused professional learning will guide school leaders toward increasingly effective performance.

Performance at the “Unsatisfactory” level describe leaders who do not understand what is required for proficiency or who have demonstrated through their actions and/or inactions that they choose not to become proficient on the strategies, knowledge bases, and skills sets needed for student learning to improve and faculties to develop.

Step Two: Rate each Proficiency Area.

Ratings on the indicators in a Proficiency Area are combined to assign a proficiency level (HE, E, NI, or U) to a Proficiency Area: The distribution of indicator ratings within a Proficiency Area result in a Proficiency Area Rating. Since the number of indicators in a Proficiency Area varies, the following formulas are applied to assign Proficiency Area ratings. For each Proficiency Area, use the appropriate table.

Table 1

For Proficiency Areas 1,2,5,7,9 and 10 with four Indicators, each Proficiency Area is rated:			
Highly Effective (HE) if: three or more indicators are HE and none are less than E.			
Examples:	HE+HE+HE+HE= HE	HE+HE+HE+E=HE	
Effective (E) if: at least three are E or higher and no more than one are NI. None are U.			
Examples:	E+E+E+HE=E	E+E+E+NI=E	E+E+E+E=E
Needs Improvement (NI) if: Criteria for E not met and no more than one is U.			
Examples:	E+E+NI+NI=NI	HE+HE+NI+NI=NI	HE+E+U+NI=NI
Unsatisfactory (U) if: two or more are U.			
Examples:	HE+U+U+HE=U	E+NI+U+U=U	E+E+U+U=U

For the Proficiency Areas with fewer or more than four indicators, use the appropriate table below:

Table 2

For proficiency Area 3 with six Indicators, each Proficiency Area is rated:	
Highly Effective (HE) if: four or more indicators are HE and none are less than E.	
Examples:	HE+HE+HE+HE+HE+HE=HE HE+HE+HE+HE+E+E=HE
Effective (E) if: at least four are E or higher and no more than two are NI. None are U.	
Examples:	HE+HE+E+E+E+E=E E+E+E+E+NI+NI=E
Needs Improvement (NI) if: Criteria for E not met and no more than two are U.	
Examples:	HE+HE+NI+NI+NI+NI=NI NI+NI+NI+NI+U+U=NI E+E+E+NI+NI+NI=NI HE+HE+E+E+E+U=NI
Unsatisfactory (U) if: two or more are U.	
Examples:	HE+HE+HE+HE+U+U=U NI+NI+NI+NI+U+U=U

Table 3

For Proficiency Area 4 with seven Indicators, each Proficiency Area is rated:	
Highly Effective (HE) if: five or more indicators are HE and none are less than E.	
Examples:	HE+HE+HE+HE+HE+E+E=HE
Effective (E) if: at least five are E or higher and no more than two are NI. None are U.	
Examples:	HE+HE+E+E+E+NI+NI=E E+E+E+E+E+NI+NI=E
Needs Improvement (NI) if: Criteria for E not met and no more than two are U.	
Examples:	E+E+E+E+NI+NI+NI=NI HE+HE+E+E+E+U+U=NI HE+HE+HE+HE+HE+U=NI
Unsatisfactory (U) if: two or more are U.	
Examples:	HE+HE+HE+HE+HE+U+U=U NI+NI+NI+NI+NI+U+U=U

Table 4

For Proficiency Area 6 with five Indicators, each Proficiency Area is rated:	
Highly Effective (HE) if: four or more indicators are HE and none are less than E.	
Examples:	HE+HE+HE+HE=HE HE+HE+HE+HE+E=HE
Effective (E) if: at least four are E or higher and no more than one are NI. None are U.	
Examples:	E+E+E+E=E HE+HE+E+E+E=E HE+E+E+E+NI=E E+E+E+E+NI=E
Needs Improvement (NI) if: Criteria for E not met and no more than one is U.	
Examples:	HE+HE+NI+NI+NI=NI E+E+NI+NI+U=NI NI+NI+NI+NI+U=NI
Unsatisfactory (U) if: two or more are U.	
Examples:	HE+HE+HE+U+U=U NI+NI+NI+U+U=U

Table 5

For Proficiency Area 8 with three Indicators, each Proficiency Area is rated:	
Highly Effective (HE) if: two or more indicators are HE and none are less than E.	
Examples:	HE+HE+HE=HE HE+HE+E=HE
Effective (E) if: two or more are E or higher and no more than one is NI. None are U.	
Examples:	E+E+E=E E+E+HE=E E+HE+NI=E HE+HE+NI=E
Needs Improvement (NI) if: Criteria for E not met and no more than one is U.	
Examples:	NI+NI+NI=NI NI+NI+U=NI HE+E+U=NI HE+NI+NI=NI
Unsatisfactory (U) if: two or more are U.	
Examples:	HE+U+U=U NI+U+U=U

When you have a rating (HE, E, NI, or U) for each Proficiency Area in a Domain, you then generate a Domain rating.

Step Three: Rate Each Domain.

Domains are rated as HE, E, NI, or U based on the distribution of ratings on Proficiency Areas within the Domain. The tables below provide rating criteria for each FSLA Domain.

Table 6

Domain Rating	Domain 1: Student Achievement (Two Proficiency Areas)
Highly Effective if:	Both Proficiency Areas rated HE
Effective if:	<ul style="list-style-type: none"> One Proficiency Area rated HE and one Effective, or Both rated Effective
Needs Improvement if:	<ul style="list-style-type: none"> One Proficiency Area rated HE or E and one rated NI or U Both Proficiency Areas rated NI
Unsatisfactory if:	<ul style="list-style-type: none"> One Proficiency Area rated NI and the other is rated U Both are rated U

Table 7

Domain Rating	Domain 2: Instructional Leadership (Three Proficiency Areas)
Highly Effective if:	<ul style="list-style-type: none"> All three Proficiency Areas are HE Two Proficiency Areas rated HE and one E
Effective if:	<ul style="list-style-type: none"> Two Proficiency Area rated E and one Effective or NI All three Proficiency Areas rated E
Needs Improvement if:	<ul style="list-style-type: none"> Any two Proficiency Areas rated NI One Proficiency Area rated NI, one Proficiency Area rated U and one Proficiency Area rated E or HE
Unsatisfactory if:	<ul style="list-style-type: none"> Two or more Proficiency Areas rated U

Table 8

Domain Rating	Domain 3: Organizational Leadership (Four Proficiency Areas)
Highly Effective if:	<ul style="list-style-type: none"> All four Proficiency Areas are HE Three Proficiency Areas rated HE and one E
Effective if:	<ul style="list-style-type: none"> Two Proficiency Areas rated E and two rated HE All four Proficiency Areas rated E Three Proficiency Areas rated E and one rated either NI or HE
Needs Improvement if:	<ul style="list-style-type: none"> Two Proficiency Areas rated E and two rated NI Any three Proficiency Areas rated NI One Proficiency Area rated NI, one Proficiency Area rated U and two Proficiency Area rated E or HE
Unsatisfactory if:	<ul style="list-style-type: none"> Two or more Proficiency Areas rated U

Table 9

Domain Rating	Domain 4: Professional Behaviors (One Proficiency Area)
Highly Effective if:	If Proficiency Area 10 rated HE
Effective if:	If Proficiency Area 10 rated E
Needs Improvement if:	If Proficiency Area 10 rated NI
Unsatisfactory if:	If Proficiency Area 10 rated U

When you have determined Domain ratings, you then combine those ratings to generate an FSLA score.

Step 4: Calculate the FSLA Score.

- In Step One, proficiency ratings for indicators were made based on an assessment of available evidence and the rating rubrics.
- In Step Two, the apportionment of Indicators ratings, using the tables provided, generated a rating for each Proficiency Area within a Domain.
- In Step Three, Domain ratings were generated. All of these steps were based on evidence on the indicators and scoring tables.

At the FSLA scoring stage the model shifts to a weighted point system. Points are assigned to Domain ratings, direct weights are employed, and scores are converted to a numerical scale. The following point model is used:

Table 10

DOMAIN RATING	POINTS ASSIGNED
A Domain rating of Highly Effective	3 points
A Domain rating of Effective	2 points
A Domain rating of Needs Improvement	1 point
A Domain rating of Unsatisfactory	0 points

The Domain points are multiplied by the Domain's direct weight: The rating is entered in column 2 ("Rating"), the points in column 3 ("Points"), and a weighted score calculated in column 5.

Table 11

Domain	Rating	Points	Weight	Domain Weighted Score
Domain 1: Student Achievement			.20	
Domain 2: Instructional Leadership			.40	
Domain 3: Organizational Leadership			.20	
Domain 4: Professional and Ethical Behavior			.20	

Example

Table 12

Domain	Rating	Points	Weight	Domain Weighted Score
Domain 1: Student Achievement	HE	3	.20	.6
Domain 2: Instructional Leadership	E	2	.40	.8
Domain 3: Organizational Leadership	HE	3	.20	.6
Domain 4: Professional & Ethical Behavior	NI	1	.20	.2

After a Domain Weighted Score is calculated, the scores are converted to a 100 point scale. This process results in a FSLA Score range of 0 to 300 Points.

This table illustrates the conversion of a Domain Weighted value to a 100 point scale.

Example

Table 13

Domain	Rating	Points	Weight	Weighted value	Convert to 100 point scale	Domain Score
Domain 1 Student Achievement	HE	3	.20	.6	x 100	60
Domain 2 Instructional Leadership	E	2	.40	.8	x 100	80
Domain 3 Organizational Leadership	HE	3	.20	.6	x 100	60
Domain 4 Professional and Ethical Behavior	NI	1	.20	.2	x 100	20
FSLA Score						220

The Domain scores are added up and an FSLA score determined. The FSLA Score is converted to an FSLA rating of HE, E, NI, or U based on this scale:

Table 14

FSLA SCORE	FSLA Proficiency Rating
241 to 300	Highly Effective
151 to 240	Effective
75 to 150	Needs Improvement
0 to 74	Unsatisfactory

The FSLA score is combined with a Deliberate Practice Score to generate a Leadership Practice Score. Section Three provides scoring processes for Deliberate Practice.

The FSLA score will be 80% of the Leadership Score.

The Deliberate Practice Score will be 20% of the Leadership Practice.

(Note: If there is no Deliberate Practice or other additional metric at this time, then the FSLA score is the Leadership Practice Score.)

Section Two: How to Score Deliberate Practice

NOTE: This section applies IF the district is using the state model deliberate practice metric. If deliberate practice is not in use at this time, skip to Section Three.

Deliberate Practice Score

- The DP score is 20% of the Leadership Practice Score.
- The DP metric will have 1 to 4 specific growth targets.
- Each target will have progress points (much like a learning goal for students).
- The targets will have equal weight and the leader's growth on each will be assessed as HE, E, NI, or U.

Table 15

Scoring a DP Growth Target	Rating Rubrics
Highly Effective	Target met, all progress points achieved, and verifiable improvement in leaders performance
Effective	Target met, progress points achieves....impact not yet evident
Needs Improvement	Target not met, but some progress points met
Unsatisfactory	Target not met, nothing beyond 1 progress point

A DP Score has an upper limit of 300 points. Each target is assigned an equal proportion of the total points. Therefore the points for each target will vary based on the number of targets.

Table 16

Number of growth targets	Maximum points per target	Maximum Point Range
One Target	300	300
Two Targets	150 (300/2)	300 (150 x 2)
Three Targets	100 (300/3)	300 (100 x 3)
Four Targets	75 (300/4)	300 (75 x 4)

Target values based on Rating (HE, E, NI, or U) and Number of Targets.

This chart shows the points earned by a growth target based on a rating Level (HE, E, NI, or U) **and** the total number of targets in the DP plan.

Table 17

Rating	Point values	If 1 target	If 2 targets	If 3 targets	If 4 targets
HE	max points	300	150	100	75
E	.80 of max	240	120	80	60
NI	.5 of max	150	75	50	37.5
U	.25 if some progress	75	37.5	25	18.75
U	.0 if 1 progress stage	0	0	0	0

A DP score is based on ratings of the targets and the points earned for each rating.

Examples

If Three Growth Targets:

Table 18

DP Target	Rating	Points (based on table 17 – column 5) *
DP TARGET 1	HE	100
DP TARGET 2	E	80
DP TARGET 3	NI	50
DP Score (target score added together)		230

*** Points available vary based on total number of growth targets. Use Table 17 to select point values.**

Deliberate Practice rating

Table 19

DP Score Range	DP Rating
241 to 300	Highly Effective
151 to 240	Effective
75 to 150	Needs Improvement
0 to 74	Unsatisfactory

Summary

80% of the Leadership Practice Score is based on the Florida School Leader Assessment Proficiency Score.

20% of the Leadership Practice Score is based on the Deliberate Practice Growth Score.

Section Three How to Calculate a Leadership Practice Score

A. FLSA SCORE:

_____ x .80 = _____

B. Deliberate Practice Score:

_____ x .20 = _____

C. Add scores from calculations A and B above to obtain Leadership Practice Score

Example:

FLSA score of 220 x .80 = 176

DP score of 230 x .20 = 46

Leadership Practice Score is 222.

Leadership Score Range	Leadership Practice Rating
241 to 300	Highly Effective
151 to 240	Effective
75 to 150	Needs Improvement
0 to 74	Unsatisfactory

Section Four How to Calculate an Annual Performance Level

1: Enter Cut scores for Student Growth Measures using a 300 point scale:

Above **XXX** = Highly effective

XXX to XXX = Effective

XXX to XXX = Needs Improvement

Below XXX = Unsatisfactory

Step 2: Enter Leadership Practice Score: _____

Step 3: Add SGM score and Leadership Practice Score

Example: SGM score of 212 + Leadership Practice score of 222 = 432 performance score

Performance score of 432 = rating of effective

Performance Score ranges	Performance Level Rating
480 to 600	Highly Effective
301 to 479	Effective
150 to 300	Needs Improvement
0 to 149	Unsatisfactory

Step 4: Enter rating on Evaluation form

Data Collection and Feedback Protocol Forms and Evaluation Rubrics

Florida School Leader Assessment

Data Collection and Feedback Protocol Forms for

Domains 1, 2, 3 and 4

These forms provide guidance to school leaders and evaluators on what is expected regarding each indicator.

The forms provide:

- The text of all Proficiency Areas and FSLA indicators
- Rubrics to distinguish among proficiency levels
 - A generic rubric that applies to each indicator and
 - An indicator specific rubric that applies to the individual indicator
- Narratives to assist in understanding the focus and priorities embedded in the FSLA
- Illustrative examples of Leadership Actions and Impacts on Others of Leadership Action that assist in understanding how the issue(s) in an indicator are observed “on the job”.
- Reflection questions to guide personal growth

Domain 1 - Student Achievement

Narrative: Student achievement results in the student growth measures (SGM) segment of evaluation represent student results on specific statewide or district assessments or end-of-course exams. The leadership practice segment of the evaluation, through the proficiency areas and indicators in this domain, focuses on leadership behaviors that influence the desired student results.

Proficiency Area 1. Student Learning Results: Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.

Narrative: This proficiency area focuses on the leader's knowledge and actions regarding academic standards, use of performance data, planning and goal setting related to targeted student results, and capacities to understand what results are being obtained. This proficiency area is aligned with Florida Principal Leadership Standard #1.

Indicator 1.1 - Academic Standards: The leader demonstrates understanding of student requirements and academic standards (Florida Standards and Next Generation Sunshine State Standards).

Narrative: Standards-based instruction is an essential element in the state's plan of action for preparing Florida's students for success in a 21st century global economy. This indicator is focused on the leader's understanding of what students are to know and be able to do. School leaders need to know the academic standards teachers are to teach and students are to master.

Note: Every credit course has specific academic standards assigned to it. Florida Standards and Next Generation Sunshine State Standards (NGSSS) assigned to each course are found at www.floridastandards.org.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Every faculty meeting and staff development forum is focused on student achievement on the Florida Standards and NGSSS, including periodic	The link between standards and student performance is in evidence from the alignment in lesson plans of learning goals, activities and assignments to	Florida Standards and NGSSS are accessible to faculty and students. Required training on standards-based instruction has been conducted, but the link	Classroom learning goals and curriculum are not monitored for alignment to standards or are considered a matter of individual discretion regardless of course

<p>reviews of student work.</p> <p>The leader can articulate which Florida Standards are designated for implementation in multiple courses.</p>	<p>course standards.</p> <p>The leader is able to recognize whether or not learning goals and student activities are related to standards in the course descriptions.</p>	<p>between standards and student performance is not readily evident to many faculty or students.</p> <p>Assignments and activities in most, but not all courses relate to the standards in the course descriptions.</p>	<p>description requirements.</p> <p>The leader is hesitant to intrude or is indifferent to decisions in the classroom that are at variance from the requirements of academic standards in the course descriptions.</p> <p>Training for the faculty on standards-based instruction does not occur and the leader does not demonstrate knowledge of how to access standards.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> School leader extracts data on standards associated with courses in the master schedule from the course descriptions and monitor for actual implementation. Lesson plans are monitored for alignment with correct standards. Agendas, memoranda, etc. reflect leader's communications to faculty on the role of state standards in curriculum, lesson planning, and tracking student progress. Florida Standards shared by multiple courses are identified and teachers with shared Florida Standards are organized by the leader into collegial teams to coordinate instruction on those shared standards. Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> Lesson plans identify connections of activities to standards. Teacher leaders' meeting records verify recurring review of progress on state standards. Students can articulate what they are expected to learn in a course and their perceptions align with standards in the course description. Teachers routinely access course descriptions to maintain alignment of instruction with standards. Other impact evidence of proficiency on this indicator. 	
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p>			
<p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>			
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

Reflection Questions for Indicator 1.1

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
Do you routinely share examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement on the Florida Standards or NGSSS?	How do you support teachers' conversations about how they recognize student growth toward mastery of the standards assigned to their courses?	How do you monitor what happens in classrooms to insure that instruction and curriculum are aligned to academic standards?	Where do you find the standards that are required for the courses in your master schedule?

Indicator 1.2 – Performance Data: The leader demonstrates the use of student and adult performance data to make instructional leadership decisions.

Narrative: This indicator addresses the leader's proficiency in use of student and adult performance data to make instructional leadership decisions. What does test data and other sources of student performance data related to targeted academic goals say about what is needed? What does data about teacher proficiency or professional learning needs indicate needs to be done? The focus is what the leader does with data about student and adult performance to make instructional decisions that impact student achievement.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.</p> <p>The leader has coached school administrators in other schools to improve their data analysis skills and to inform instructional decision making.</p>	<p>The leader uses multiple data sources, including state, district, school, and classroom assessments, and systematically examines data at the subscale level to find strengths and challenges.</p> <p>The leader empowers teaching and administrative staff to determine priorities using data on student and adult performance. Data insights are regularly the subject of faculty meetings and professional development sessions.</p>	<p>The leader is aware of state and district results and has discussed those results with staff, but has not linked specific decisions to the data.</p> <p>Data about adult performance (e.g. evaluation feedback data, professional learning needs assessments) are seldom used to inform instructional leadership decisions.</p>	<p>The leader is unaware of or indifferent to the data about student and adult performance, or fails to use such data as a basis for making decisions.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • Data files and analyses on a wide range of student performance assessments are in routine use by the leader. • Analyses of trends and patterns in student performance over time are reflected in presentations to faculty on instructional improvement needs. • Analyses of trends and patterns in evaluation feedback on faculty proficiencies and professional learning needs are reflected in presentations to faculty on instructional improvement needs. • Leader's agendas, memoranda, etc. reflect recurring attention to performance data and data analyses. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • Teachers use performance data to make instructional decisions. • Department and team meetings reflect recurring attention to student performance data. • Teacher leaders identify changes in practice within their teams or departments based on performance data analyses. • Teacher leaders make presentations to colleagues on uses of performance data to modify instructional practices. • Other impact evidence of proficiency on this indicator. 	

Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

☐ **Highly Effective**

☐ **Effective**

☐ **Needs Improvement**

☐ **Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 1.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you aggregate data about teacher proficiencies on instructional practices to stimulate dialogue about what changes in instruction are needed in order to improve student performance?	How do you verify that all faculty have sufficient grasp of the significance of student performance data to formulate rational improvement plans?	By what methods do you enable faculty to participate in useful discussions about the relationship between student performance data and the instructional actions under the teachers' control?	How much of the discussions with district staff about student performance data are confusing to you and how do you correct that?

Indicator 1.3 – Planning and Goal Setting: The leader demonstrates planning and goal setting to improve student achievement.

Narrative: Knowing the standards and making use of performance data is expected to play a significant role in planning and goal setting. This indicator is focused on the leader's alignment of planning and goal setting with improvement of student achievement.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement.</p> <p>Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful new initiatives supported by quality planning and goal setting.</p>	<p>Goals and strategies reflect a clear relationship between the actions of teachers and leaders and the impact on student achievement. Results show steady improvements based on these leadership initiatives.</p> <p>Priorities for student growth are established, understood by staff and students, and plans to achieve those priorities are aligned with the actual actions of the staff and students.</p>	<p>Specific and measurable goals related to student achievement are established, but these efforts have yet to result in improved student achievement or planning for methods of monitoring improvements.</p> <p>Priorities for student growth are established in some areas, understood by some staff and students, and plans to achieve those priorities are aligned with the actual actions of some of the staff.</p>	<p>Planning for improvement in student achievement is not evident and goals are neither measurable nor specific.</p> <p>The leader focuses more on student characteristics as an explanation for student results than on the actions of the teachers and leaders in the system.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> Clearly stated goals are accessible to faculty and students. Agendas, memoranda, and other documents reflect a comprehensive planning process that resulted in formulation of the adopted goals. Leader's presentations to faculty provide recurring updates on the status of plan implementation and progress toward goals. Leader's presentations to parents focus on the school goals for student achievement. Other leadership evidence of proficiency on this indicator. 		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> Faculty members are able to describe their participation in planning and goal setting processes. Goals relevant to students and teachers' actions are evident and accessible. Students are able to articulate the goals for their achievement which emerged from faculty and school leader planning. Teachers and students track their progress toward accomplishment of the stated goals. Other impact evidence of proficiency on this indicator. 	

Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

☐ Highly Effective

☐ Effective

☐ Needs Improvement

☐ Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 1.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What methods of sharing successful planning processes with other school leaders are most likely to generate district-wide improvements?	How will you monitor progress toward the goals so that adjustments needed are evident in time to make "course corrections?"	How do you engage more faculty in the planning process so that there is a uniform faculty understanding of the goals set?	How are other school leaders implementing planning and goal setting?

Indicator 1.4 - Student Achievement Results: The leader demonstrates evidence of student improvement through student achievement results.

Narrative: Engagement with the standards, using data, making plans and setting goals are important. This indicator shifts focus to the leader's use of evidence of actual improvement to build support for continued effort and further improvement.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but in each group of historically disadvantaged students.</p> <p>Explicit use of previous data indicates that the leader has focused on improving performance. In areas of previous success, the leader aggressively identifies new challenges, moving proficient performance to the exemplary level. Where new challenges emerge, the leader highlights the need, creates effective interventions, and reports improved results.</p>	<p>The leader reaches the required numbers, meeting performance goals for student achievement.</p> <p>Results on accomplished goals are used to maintain gains and stimulate future goal setting.</p> <p>The average of the student population improves, as does the achievement of each group of students who have previously been identified as needing improvement.</p>	<p>Accumulation and exhibition of student improvement results are inconsistent or untimely.</p> <p>Some evidence of improvement exists, but there is insufficient evidence of using such improvements to initiate changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.</p> <p>The leader has taken some decisive actions to make some changes in time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement, but additional actions are needed to generate improvements for all students.</p>	<p>Evidence of student improvement is not routinely gathered and used to promote further growth.</p> <p>Indifferent to the data about learning needs, the leader blames students, families, and external characteristics for insufficient progress.</p> <p>The leader does not believe that student achievement can improve.</p> <p>The leader has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> The leader generates data that describes what improvements have occurred. Agendas, memoranda, and other documents for faculty and students communicate the progress made and relate that progress to teacher and student capacity to make further gains. 		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> Teachers routinely inform students and parents on student progress on instructional goals. Posters and other informational signage informing of student improvements are distributed in the school and community. Team and department meetings' minutes reflect attention to 	

<ul style="list-style-type: none"> • Evidence on student improvement is routinely shared with parents. • Other leadership evidence of proficiency on this indicator. 	<p>evidence of student improvements.</p> <ul style="list-style-type: none"> • Other impact evidence of proficiency on this indicator.
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Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 1.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you share with other school leaders how to use student improvement results to raise expectations and improve future results?	How do you engage students in sharing examples of their growth with other students?	How do you engage faculty in routinely sharing examples of student improvement?	What processes should you employ to gather data on student improvements?

Proficiency Area 2. Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success.

Narrative: This proficiency area is aligned with Florida Principal Leadership Standard #2. A learning organization has essential elements regarding the behavior of people in the organization. When all elements are present and interacting, productive systemic change is possible. This proficiency area is focused on the degree to which learning organization elements exist in the school and reflect the following priorities on student learning:

- Supports for personal mastery of each person's job focus on job aspects related to student learning
- Team learning among faculty is focused on student learning
- Processes for exploring and challenging mental models that hamper understanding and progress on student learning are in use
- A shared vision has student learning as a priority
- Systems thinking is employed to align various aspects of school life in ways that promote learning

Indicator 2.1 – Learning Organization: The leader enables faculty and staff to work as a system focused on student learning and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Narrative: Are the elements of a learning organization present among the adults in the school? Are the learning organization elements focused on student learning? Is the system in operation at the school engaging faculty in improving results for under-achieving subgroups? This indicator addresses the systemic processes that make gap reduction possible. Is the leader proficient in building capacity for change?

Note: Indicator 5.4 from Florida Principal Leadership Standard #5 addresses actual success in reducing achievement gaps.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The essential elements of a learning organization (i.e. personal mastery of competencies, team learning, examination of mental models, shared vision, and systemic thinking) are focused on improving student learning results. Positive trends are evident in closing learning	The leader's actions and supported processes enable the instructional and administrative workforce of the school to function as a learning organization with all faculty having recurring opportunities to participate in deepening personal mastery of competencies, team learning, examination of mental	The leader's actions reflect attention to building an organization where the essential elements of a learning organization (i.e. personal mastery of competencies, team learning, examination of mental models, shared vision, and systemic thinking) are emerging, but processes that support each	There is no or minimal evidence of proactive leadership that supports emergence of a learning organization focused on student learning as the priority function of the organization. Any works in progress on personal mastery of instructional competencies, team learning processes, examinations of

<p>performance gaps among all student subgroups within the school.</p> <p>There is evidence that the interaction among the elements of the learning organization deepen the impact on student learning. The leader routinely shares with colleagues throughout the district the effective leadership practices learned from proficient implementation of the essential elements of a learning organization.</p>	<p>models, a shared vision, and systemic thinking. These fully operational capacities are focused on improving all students' learning and closing learning performance gaps among student subgroups within the school.</p>	<p>of the essential elements are not fully implemented, or are not yet consistently focused on student learning as the priority, or are not focused on closing learning performance gaps among student subgroups within the school.</p>	<p>mental models, a shared vision of outcomes sought, or systemic thinking about instructional practices are not aligned or are not organized in ways that impact student achievement gaps.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> Principal's support for team learning processes focused on student learning is evident throughout the school year. Principal's team learning processes are focused on student learning. Principal's meeting agendas reflect student learning topics routinely taking precedence over other issues as reflected by place on the agenda and time committed to the issues. School Improvement Plan reflects a systemic analysis of the actionable causes of gaps in student performance and contains goals that support systemic improvement. The principal supports through personal action, professional learning by self and faculty, exploration of mental models, team learning, shared vision, and systems thinking practices focused on improving student learning. Dialogues with faculty and staff on professional learning goes beyond learning what is needed for meeting basic expectations and is focused on learning that enhances the collective capacity to create improved outcomes for all students. Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> Team learning practices are evident among the faculty and focused on performance gaps among student subgroups within the school. Professional learning actions by faculty address performance gaps among student subgroups within the school. Performance gaps among student subgroups within the school show improvement trends. Faculty, department, team, and cross-curricular meetings focus on student learning. Data Teams, Professional Learning Communities, and/or Lesson Study groups show evidence of recurring meetings and focus on student learning issues. Faculty and staff talk about being part of something larger than themselves, of being connected, of being generative of something truly important in students' lives. There is systemic evidence of celebrating student success with an emphasis on reflection on why success happened. Teacher or student questionnaire results address learning organization's essential elements. Other impact evidence of proficiency on this indicator. 	
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p>			
<p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>			
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

Reflection Questions for Indicator 2.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
Has your leadership resulted in people continually expanding their capacity to create the results they truly desire? Is there evidence that new and expansive patterns of thinking are nurtured? Are the people who make up your school community continually learning to see the "big picture" (i.e. the systemic connections between practices and processes)?	Where the essential elements of a learning organization are in place and interacting, how do you monitor what you are creating collectively is focused on student learning needs and making a difference for all students?	What essential elements of a learning organization have supports in place and which need development? Understanding that systemic change does not occur unless all of the essential elements of the learning organization are in operation, interacting, and focused on student learning as their priority function, what gaps do you need to fill in your supporting processes and what leadership actions will enable all faculty and staff to get involved?	What happens in schools that are effective learning organizations that does not happen in this school? How can you initiate work toward a learning organization by developing effective collaborative work systems (e.g., Data Teams, Professional Learning Communities, Lesson Studies)?

Indicator 2.2 – School Climate: The leader maintains a school climate that supports student engagement in learning.

Narrative: "Climate" at a school is determined by how people treat one another and what is respected and what is not. School leaders who promote a school climate where learning is respected, effort is valued, improvement is recognized, and it is safe to acknowledge learning needs have provided students support for sustained engagement in learning.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader ensures that the school's identity and climate (e.g., vision, mission, values, beliefs, and goals) actually drives decisions and informs the climate of the school.</p> <p>Respect for students' cultural, linguistic and family background is evident in the leader's conduct and expectations for the faculty.</p> <p>The leader is proactive in guiding faculty in adapting the learning environment to accommodate the differing needs and diversity of</p>	<p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and recurring monitoring) establishes and maintains a school climate of collaboration, distributed leadership, and continuous improvement, which guides the disciplined thoughts and actions of all staff and students.</p> <p>Policies and the implementation of those policies result in a climate of respect for student learning needs and cultural, linguistic and family background.</p>	<p>Some practices promote respect for student learning needs and cultural, linguistic and family background, but there are discernible subgroups who do not perceive the school climate as supportive of their needs.</p> <p>The school climate does not generate a level of school-wide student engagement that leads to improvement trends in all student subgroups.</p>	<p>Student and/or faculty apathy in regard to student achievement and the importance of learning is easily discernible across the school population and there are no or minimal leadership actions to change school climate.</p> <p>Student subgroups are evident that do not perceive the school as focused on or respectful of their learning needs or cultural, linguistic and family background or there is no to minimal support for managing individual and class behaviors</p>

<p>students.</p> <p>School-wide values, beliefs, and goals are supported by individual and class behaviors through a well-planned management system.</p>	<p>Classroom practices on adapting the learning environment to accommodate the differing needs and diversity of students are consistently applied throughout the school.</p>	<p>The leader provides school rules and class management practices that promote student engagement and are fairly implemented across all subgroups. Classroom practices on adapting the learning environment to accommodate the differing needs and diversity of students are inconsistently applied.</p>	<p>through a well-planned management system.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • The leader organizes, allocates, and manages the resources of time, space, and attention so that the needs of all student subgroups are recognized and addressed. • There are recurring examples of the leader's presentations, documents, and actions that reflect respect for students' cultural, linguistic and family background. • The leader maintains a climate of openness and inquiry and supports student and faculty access to leadership. • The school's vision, mission, values, beliefs, and goals reflect an expectation that student learning needs and cultural, linguistic and family backgrounds are respected and school rules consistent with those beliefs are routinely implemented. • Professional learning is provided to sustain faculty understanding of student needs. • Procedures are in place and monitored to ensure students have effective means to express concerns over any aspect of school climate. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • Classroom rules and posted procedures stress positive expectations and not just "do not's." • All student subgroups participate in school events and activities. • A multi-tiered system of supports that accommodates the differing needs and diversity of students is evident across all classes. • Students in all subgroups express a belief that the school responds to their needs and is a positive influence on their future well-being. • Walkthroughs provide recurring trends of high student engagement in lessons. • Student services staff/counselors' anecdotal evidence shows trends in student attitudes toward the school and engagement in learning. • Teacher/student/parent survey or questionnaire results reflect a school climate that supports student engagement in learning. • The availability of and student participation in academic supports outside the classroom that assist student engagement in learning. • Other impact evidence of proficiency on this indicator. 	
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p>			
<p> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory </p>			
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

Reflection Questions for Indicator 2.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
In what ways might you further extend your reach within the	What strategies have you considered that would ensure that the school's identity and	How might you structure a plan that establishes and maintains a	What might be the importance of developing a shared vision,

district to help others benefit from your knowledge and skill in establishing and maintaining a school climate that supports student engagement in learning?	<p>climate (e.g., vision, mission, values, beliefs, and goals) actually drives decisions and informs the climate of the school?</p> <p>How could you share with your colleagues across the district the successes (or failures) of your efforts?</p>	school climate of collaboration, distributed leadership, and continuous improvement, which guides the disciplined thought and action of all staff and students?	mission, values, beliefs, and goals to establish and maintain a school climate that supports student engagement in learning?
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Narrative: The leader who expects little from students and faculty will get less than they are capable of accomplishing. “Every child can learn” takes on new meaning when supported by faculty and school leader expectations that students can and will learn a lot...not just a minimum to get by. Expecting quality is a measure of respect.

Indicator 2.3 – High Expectations: The leader generates high expectations for learning growth by all students.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader incorporates community members and other stakeholder groups into the establishment and support of high academic expectations.</p> <p>The leader benchmarks expectations to the performance of the state's, nation's, and world's highest performing schools.</p> <p>The leader creates systems and approaches to monitor the level of academic expectations.</p> <p>The leader encourages a culture in which students are able to clearly articulate their diverse personal academic goals.</p>	<p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent monitoring schedule) creates and supports high academic expectations by empowering teachers and staff to set high and demanding academic expectations for every student.</p> <p>The leader ensures that students are consistently learning, respectful, and on task.</p> <p>The leader sets clear expectations for student academics and establishing consistent practices across classrooms.</p> <p>The leader ensures the use of instructional practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.</p>	<p>The leader creates and supports high academic expectations by setting clear expectations for student academics, but is inconsistent or occasionally fails to hold all students to these expectations.</p> <p>The leader sets expectations, but fails to empower teachers to set high expectations for student academic performance.</p>	<p>The leader does not create or support high academic expectations by accepting poor academic performance.</p> <p>The leader fails to set high expectations or sets unrealistic or unattainable goals.</p> <p>Perceptions among students, faculty, or community that academic shortcomings of student subgroups are explained by inadequacy of parent involvement, community conditions, or student apathy are not challenged by the school leader.</p>
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none">School Improvement Plan targets meaningful growth beyond what normal variation might provide.Test specification documents and state standards are used to identify levels of student performance and performance at the higher levels of implementation is stressed.Samples of written feedback provided to teachers regarding student goal setting practices are focused on high expectations.Agendas/Minutes from collaborative work systems (e.g., Data Teams, Professional Learning Communities) address processes for "raising the bar."Other leadership evidence of proficiency on this indicator.		<ul style="list-style-type: none">Rewards and recognitions are aligned with efforts for the more difficult rather than easier outcomes.Learning goals routinely identify performance levels above the targeted implementation level.Teachers can attest to the leader's support for setting high academic expectations.Students can attest to the teacher's high academic expectations.Parents can attest to the teacher's high academic expectations.Other impact evidence of proficiency on this indicator.	
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:			

<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):			

Reflection Questions for Indicator 2.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What strategies have you considered using that would increase the professional knowledge opportunities for colleagues across the school district in the area of setting high academic expectations for students?	How might you incorporate community members and other stakeholder groups into the establishment and support of high academic expectations?	What are 2-3 key strategies you have thought about using that would increase your consistency in creating and supporting high academic expectations for every student?	What might be some strategies you could use to create or support high academic expectations of students?

Indicator 2.4 – Student Performance Focus: The leader demonstrates understanding of present levels of student performance based on routine assessment processes that reflect the current reality of student proficiency on academic standards.

Narrative: Lots of talk about high expectations, goal setting, working hard, rigor, and getting results is important, but leaders need to know where students' actual performance levels are to be able to track real progress. Knowing annual test results is useful, but it is not enough. What does the leader do to know whether progress is being made or not and whether "mid-course" corrections are required?

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Assessment data generated at the school level provides an on-going perspective of the current reality of student proficiency on academic standards.</p> <p>There is evidence of decisive changes in teacher assignments and curriculum based on student and adult performance data.</p> <p>Case studies of effective decisions based on performance data are shared widely with other leaders and throughout the district.</p>	<p>Each academic standard has been analyzed and translated into student-accessible language and processes for tracking student progress are in operation.</p> <p>Power (high priority) standards are widely shared by faculty members and are visible throughout the building. Assessments on student progress on them are a routine event.</p> <p>The link between standards and student performance is in evidence from the posting of proficient student work throughout the building.</p>	<p>Standards have been analyzed, but are not translated into student-accessible language.</p> <p>School level assessments are inconsistent in their alignment with the course standards.</p> <p>Power (high priority) standards are developed, but not widely known or used by faculty, and/or are not aligned with assessment data on student progress.</p> <p>Student work is posted, but does not reflect proficient work throughout the building.</p>	<p>There is no or minimal coordination of assessment practices to provide on-going data about student progress toward academic standards.</p> <p>School level assessments are not monitored for alignment with the implementation level of the standards.</p> <p>No processes in use to analyze standards and identify assessment priorities.</p> <p>No high priority standards are identified and aligned with assessment practices.</p>
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none">Documents, charts, graphs, tables, and other forms of graphic displays reflecting students' current levels of performance are routinely used by the leader to communicate "current realities."Documents, charts, graphs, tables, and other forms of graphic displays reflect trend lines over time on student growth on learning priorities.Teacher schedule changes are based on student data.Curriculum materials changes are based on student data.Other leadership evidence of proficiency on this indicator.		<ul style="list-style-type: none">Faculty track student progress practices.Students track their own progress on learning goals.Current examples of student work are posted with teacher comments reflecting how the work aligns with priority goals.Other impact evidence of proficiency on this indicator.	
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:			
<div><input type="checkbox"/> Highly Effective<input type="checkbox"/> Effective<input type="checkbox"/> Needs Improvement<input type="checkbox"/> Unsatisfactory</div>			
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):			

Reflection Questions for Indicator 2.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What data other than end of year state assessments would be helpful in understanding student progress at least every 3-4 weeks?	What data other than end of year state assessments would be helpful in understanding student progress on at least a quarterly basis?	What data other than end of year state assessments would be helpful in understanding student progress on at least a semi-annual basis?	What data other than end of year state assessments would be helpful in understanding student progress?

Domain 2 - Instructional Leadership

Narrative: School leaders do many things. Domain 2 of the FSLA addresses a core of leader behaviors that impact the quality of essential elements for student learning growth. The skill sets and knowledge bases employed for this domain generate 40% of the FSLA Score. The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential to student achievement.

Proficiency Area 3. Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.

Narrative: Proficiency Area 3 is focused on Florida Principal Leadership Standard #3 (FPLS). Aligning the key issues identified in the indicators into an efficient system is the leader's responsibility. This area stresses the leader's proficiency at understanding the current reality of what faculty and students know and can do regarding priority practices and goals.

Indicator 3.1 – FEAPs: The leader aligns the school's instructional programs and practices with the Florida Educator Accomplished Practices (Rule 6A-5.065, F.A.C.) and models use of the Florida common language of instruction to guide faculty and staff implementation of the foundational principles and practices.

Narrative: Indicator 3.1 is focused on the school leader's understanding of the Florida Educator Accomplished Practices (FEAPs) and ability to use Florida's common language of instruction. To be effective participants in school, district and statewide communities of practice working collegially for high quality implementation of the FEAPs, educators at the school level must be able to communicate and organize their efforts using the terms and concepts in the FEAPs and the Florida common language of instruction. This indicator is about the school leader's proficiency in making that happen by using a core set of expectations (the FEAPs) and terminology (the common language) to guide and focus teacher discussions on instructional improvements. Florida's common language of instruction is used so that educators in Florida use the core terms in the same way and with a common understanding.

Note: The FEAPs, a FEAPs brochure, and Florida's common language may be explored at <http://www.floridaschoolleaders.org>.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The instructional program and practices are fully aligned with the FEAPs. Faculty and staff implementation of the FEAPs is consistently proficient and professional conversations among school leadership and faculty about instruction use the Florida common language of instruction and the terminology of the FEAPs.</p> <p>The leader's use of FEAPs and common language resources results in all educators at the school site having access to and making use of the FEAPs and common language.</p> <p>Teacher-leaders at the school use the FEAPs and common language.</p>	<p>The leader's use of FEAPs content and terms from the common language is a routine event and most instructional activities align with the FEAPs.</p> <p>Coordinated processes are underway that link progress on student learning growth with proficient FEAPs implementation.</p> <p>The leader's use of FEAPs and common language resources results in most faculty at the school site having access to and making use of the FEAPs and common language.</p> <p>The leader uses the common language to enable faculty to recognize connections between the FEAPs, the district's evaluation indicators, and contemporary research on effective instructional practice.</p>	<p>The leader demonstrates some use of the FEAPs and common language to focus faculty on instructional improvement, but is inconsistent in addressing the FEAPs.</p> <p>The leader's use of FEAPs and common language resources results in some faculty at the school site having access to and making use of the FEAPs and common language.</p> <p>There are gaps in alignment of ongoing instructional practices at the school site with the FEAPs. There is some correct use of terms in the common language but errors or omissions are evident.</p>	<p>There is no or minimal evidence that the principles and practices of the FEAPs are presented to the faculty as priority expectations.</p> <p>The leader does not give evidence of being conversant with the FEAPs or the common language.</p> <p>The leader's use of FEAPs and common language resources results in few faculty at the school site having access to and making use of the FEAPs and common language.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none">• The leader's documents, agendas, memorandum, etc. make reference to the content of the FEAPs and make correct use of the common language.• School improvement documents reflect concepts from the FEAPs and common language.• The leader can articulate the instructional practices set forth in the FEAPs.• Faculty meetings focus on issues related to the FEAPs.• The leader's monitoring practices result in written feedback to faculty on quality of alignment of instructional practice with the FEAPs.• The leader's communications to parents and other stakeholders reflect use of FEAPs and common language references.• Other leadership evidence of proficiency on this indicator.		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students, and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none">• Teachers are conversant with the content of the FEAPs.• Teachers can describe their primary instructional practices using the terms and concepts in the FEAPs.• Teachers use the common language and attribute their use to the leader providing access to the online resources.• School level support programs for new hires include training on the FEAPs.• FEAPs brochures and excerpts from the common language are readily accessible to faculty.• Faculty members are able to connect indicators in the district's instructional evaluation system with the FEAPs.• Sub-ordinate leaders (e.g. teacher leaders, assistant principals) use FEAPs and common language terms accurately in their communications.• Other impact evidence of proficiency on this indicator.	
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <div><div><input type="checkbox"/> Highly Effective</div><div><input type="checkbox"/> Effective</div><div><input type="checkbox"/> Needs Improvement</div><div><input type="checkbox"/> Unsatisfactory</div></div>			
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

Reflection Questions for Indicator 3.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How are you able to provide specific feedback to teachers on improving proficiency in the FEAPs and/or common language?	How do you recognize practices reflected in the FEAPs and/or common language as you conduct teacher observations?	Do you review the FEAPs and/or common language resources frequently enough to be able to recall the main practices and principles contained in them?	Do you know where to find the text of the FEAPs and common language?

Indicator 3.2 – Standards-Based Instruction: The leader delivers an instructional program that implements the state’s adopted academic standards (Florida Standards and NGSSS) in a manner that is rigorous and culturally relevant to the students by:

- **aligning academic standards, effective instruction and leadership, and student performance practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, and**
- **communicating to faculty the cause and effect relationship between effective instruction on academic standards and student performance.**

Narrative: Florida’s plan of action for educating our children for the 21st century is based on standards-based instruction. Course descriptions specify the standards that are to be learned in each course. All of the course content in courses for which students receive credit toward promotion/graduation is expected to be focused on the standards in the course description. This indicator addresses the leader’s proficiency at making sure all students receive rigorous, culturally relevant standards-based instruction by aligning key practices with the state’s academic standards (Common Core, NGSSS, Access Points). The leader does what is necessary to make sure faculty recognize and act on the cause and effect relationship between good instruction (i.e., research-based strategies, rigorous, culturally relevant,) on the “right stuff” (the state standards adapted based on data about student needs).

Note: Course descriptions and the standards for each course may be explored at www.floridastandards.org.

Rating Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Processes exist for all courses to ensure that what students are learning is aligned with state standards for the course.</p> <p>The leader has institutionalized quality control monitoring to ensure that instruction is aligned with the standards and is consistently delivered in a rigorous and culturally relevant manner for all students.</p> <p>Teacher teams coordinate work on student mastery of the standards to promote integration of the standards into useful skills.</p> <p>The leader provides quality assistance to other school leaders in effective ways to</p>	<p>Processes exist for most courses to ensure that what students are learning is aligned with state standards for the course.</p> <p>Instruction aligned with the standards is, in most courses, delivered in a rigorous and culturally relevant manner for all students.</p> <p>The leader routinely monitors instruction to ensure quality is maintained and intervenes as necessary to improve alignment, rigor, and/or cultural relevance for most courses.</p> <p>Collegial faculty teamwork is evident in coordinating instruction on Florida Standards that are addressed in more than one course.</p>	<p>Processes exist for some courses to ensure that what students are learning is aligned with state standards for the course.</p> <p>Instruction is aligned with the standards in some courses.</p> <p>Instruction is delivered in a rigorous manner in some courses.</p> <p>Instruction is culturally relevant for some students.</p> <p>The leader has implemented processes to monitor progress in some courses, but does not intervene to make improvements in a timely manner.</p>	<p>There is limited or no evidence that the leader monitors the alignment of instruction with state standards, or the rigor and cultural relevance of instruction across the grades and subjects.</p> <p>The leader limits opportunities for all students to meet high expectations by allowing or ignoring practices in curriculum and instruction that are culturally, racially, or ethnically insensitive and/or inappropriate.</p> <p>The leader does not know and/or chooses not to interact with staff about teaching using research-based instructional strategies to obtain high levels of achievement for all students.</p>

communicate the cause and effect relationship between effective standards-based instruction and student growth.			
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> The leader's faculty, department, grade-level meeting agendas, minutes, and other documents focus on the alignment of curriculum and instruction with state standards. School Improvement Plan goals and actions are linked to targeted academic standards. The leader's presentations to faculty on proficiency expectations include illustrations of what "rigor" and "culturally relevant" mean. Monitoring documents indicate frequent review of research-based instructional practices regarding alignment, rigor and cultural relevance. Results of monitoring on research-based instruction are used to increase alignment to standards, rigor, and/ or cultural relevance. School's financial documents reflect expenditures supporting standards-based instruction, rigor, and/or cultural relevance. Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> Faculty members routinely access or provide evidence of using content from www.floridastandards.org Faculty has and makes use of the list of standards associated with their course(s). Activities and assignments are aligned with standards applicable to the course and those connections are conveyed to students. Teachers can describe a school wide "plan of action" that aligns curriculum and standards and provide examples of how they implement that plan in their courses. Teachers attest to the leader's efforts to preserve instructional time for standards-based instruction. Teachers attest to the leader's frequent monitoring of research-based instructional practices and application of those practices in pursuit of student progress on the course standards. Other impact evidence of proficiency on this indicator. 	
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:			
<div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory </div>			
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):			
<p>Enter data here:</p>			

Reflection Questions for Indicator 3.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>What procedures might you establish to increase your ability to help your colleagues lead the implementation of the district's curriculum to provide instruction that is standards-based, rigorous, and culturally relevant?</p> <p>What can you share about your leadership actions to ensure that staff members have adequate time and support, and effective monitoring and feedback on proficiency in use of research-based instruction focused on the standards?</p>	<p>In what ways can you offer professional learning for individual and collegial groups within the school or district that illustrate how to provide rigor and cultural relevance when delivering instruction on the standards?</p> <p>How do you engage teachers in deliberate practice focused on mastery of standards-based instruction?</p>	<p>What might be 2-3 key leadership strategies that would help you to systematically act on the belief that all students can learn at high levels?</p> <p>How can your leadership in curriculum and instruction convey respect for the diversity of students and staff?</p> <p>How might you increase the consistency with which you monitor and support staff to effectively use research-based instruction to meet the learning needs of all students?</p> <p>What are ways you can ensure that staff members are aligning their instructional practices with state standards?</p>	<p>Where do you go to find out what standards are to be addressed in each course?</p> <p>How might you open up opportunities for all students to meet high expectations through your leadership in curriculum and instruction?</p> <p>Do you have processes to monitor how students spend their learning time?</p> <p>In what ways are you monitoring teacher implementation of effective, research-based instruction?</p> <p>In what ways are you monitoring teacher instruction in the state's academic standards?</p>

Indicator 3.3 – Learning Goals Alignments: The leader implements recurring monitoring and feedback processes to insure that priority learning goals established for students are based on the state’s adopted student academic standards as defined in state course descriptions, presented in student accessible forms, and accompanied by scales or rubric to guide tracking progress toward student mastery.

Narrative: “Learning goals” is a high-effect size strategy that uses scales or progressive levels to monitor student growth on the way to mastery of a state academic standard. Learning goals typically take 2-9 weeks of student time to master so are more comprehensive than daily objectives. The essential issue is that the teacher creates “scales” or levels of progress toward mastery of the learning goal. Teacher and students use those scales to track progress toward mastery of the goal(s). This indicator addresses the leader’s proficiency at monitoring and providing feedback on teacher and student use of priority learning goals with scales. The leader is expected to go beyond low levels of monitoring that address whether the teacher provides such goals and attends to the levels of student understanding and engagement with the learning goals. Do the students pursue those goals? Do they track their own progress? Is celebrations of success on learning goals focused on how success was achieved more than that is was obtained?

Note: Professional learning about learning goals and sample learning goals may be explored at www.floridastandards.org, www.floridaschoolleaders.org, and www.startwithsuccess.org.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Recurring leadership involvement in the improvement in quality of daily classroom practice is evident and is focused on student progress on priority learning goals.</p> <p>Routine and recurring practices are evident that support celebration of student success in accomplishing priority learning goals and such celebrations focus on how the success was obtained.</p> <p>The leader routinely shares examples of effective learning goals that are associated with improved student achievement.</p> <p>Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful use of learning</p>	<p>Clearly stated learning goals accompanied by a scale or rubric that describes measurable levels of performance, aligned to the state's adopted student academic standards, is an instructional strategy in routine use in courses school wide.</p> <p>Standards-based instruction is an evident priority in the school and student results on incremental measures of success, like progress on learning goals, are routinely monitored and acknowledged.</p> <p>The formats or templates used to express learning goals and scales are adapted to support the complexity of the expectations and the learning needs of the students.</p> <p>Clearly stated learning goals aligned</p>	<p>Specific and measurable learning goals with progress scales, aligned to the state's adopted student academic standards in the course description, are in use in some but not most of the courses.</p> <p>Learning goals are posted/provided in some classes are not current, do not relate to the students current assignments and/or activities, or are not recognized by the students as priorities for their own effort.</p> <p>Learning goals tend to be expressed at levels of text complexity not accessible by the targeted students and/or at levels of complexity too simplified to promote mastery of the associated standards.</p> <p>Processes that enable students and teachers to track progress toward</p>	<p>Clearly stated priority learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal are <u>not</u> systematically provided across the curriculum to guide student learning, <u>or</u> learning goals, where provided, are <u>not</u> aligned to state standards in the course description.</p> <p>The leader engages in minimal to non-existent monitoring and feedback practices on the quality and timeliness of information provided to students on what they are expected to know and be able to do (i.e. no alignment of learning goals with state standards for the course).</p> <p>There are minimal or no leadership practices to monitor faculty practices on tracking student progress on</p>

goals in standards-based instruction.	to state or district initiatives in support of student reading skills are in use school wide.	mastery of priority learning goals are not widely implemented throughout the school.	priority learning goals.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> Agendas, meeting minutes, and memoranda to the faculty make evident a focus on importance of learning goals with scales to engage students in focusing on what they are to understand and be able to do. The leader's practices on teacher observation and feedback routinely address learning goals and tracking student progress. The leader provides coaching or other assistance to teachers struggling with use of the learning goals strategy. Procedures are in place to monitor and promote faculty collegial discussion on the implementation levels of learning goals to promote alignment with the implementation level of the associated state standards. Leader's communications to students provide evidence of support of students making progress on learning goals. Progress monitoring of adult and student performance on targeted priority learning goals is documented, charted, and posted in high traffic areas of the school. Evidence of the leader's intervention(s) with teachers who do not provide learning goals that increase students' opportunities for success. Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> Clearly stated learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal are posted or easily assessable to students. Teams or departments meet regularly to discuss the quality of learning goals with scales being employed and adapt them based on student success rates. Teacher lesson plans provide evidence of the connection of planned activities and assignments to learning goals. Teacher documents prepared for parent information make clear the targeted learning goals for the students. Students are able to express their learning goals during walkthroughs or classroom observations. Students are able to explain the relationship between current activities and assignments and priority learning goals. Lesson study groups and other collegial learning teams routinely discuss learning goals and scales for progression Methods of both teachers and students tracking student progress toward learning goals are evident. Celebrations of student success include reflections by teachers and students on the reasons for the success Teachers can identify the learning goals that result in the high levels of student learning. Other impact evidence of proficiency on this indicator 	
Scale Levels: <i>(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i>			
<div style="display: flex; justify-content: space-around;"> [] Highly Effective [] Effective [] Needs Improvement [] Unsatisfactory </div>			
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):			
<p>Enter data here:</p>			

Reflection Questions for Indicator 3.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What specific strategies have you employed to measure improvements in teaching and innovations in use of learning goals and how can you use such measures as predictors of improved student achievement?	What system supports are in place to ensure that the best ideas and thinking on learning goals are shared with colleagues and are a priority of collegial professional learning?	To what extent do learning goals presented to the students reflect a clear relationship between the course standards and the assignments and activities students are given?	What have I done to deepen my understanding of the connection between the instructional strategies of learning goals and tracking student progress?

Indicator 3.4 – Curriculum Alignments: Systemic processes are implemented to ensure alignment of curriculum resources with state standards for the courses taught.

Narrative: Academic standards are determined at the state level and the curriculum used to enable students to master those standards is determined at the district and school level. Curriculum must be aligned with the standards if it is to support standards-based instruction. Curriculum resources may or may not be fully aligned with the standards assigned to a specific course. The learning needs of students in specific classes may require additional or adapted curriculum materials to address issues of rigor, cultural relevance, or support for needed learning goals. School leaders maintain processes to monitor the appropriateness and alignment of curriculum to standards and intervene to make adjustments as needed to enable students to access curriculum that supports the standards.

Note: Where gaps or misalignments are noted by the processes addressed in this indicator, the leader's actions relevant to Indicator 8.2 (Strategic Instructional Resourcing) should be addressed.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader routinely engages faculty in processes to improve the quality of curriculum resources in regard to their alignment with standards and impact on student achievement and supports replacing resources as more effective ones are available.</p> <p>The leader is proactive in engaging other school leaders in sharing feedback on identification and effective use of curriculum resources that are associated with improved student achievement.</p> <p>Parents and community members credit this leader with sharing ideas or curriculum supports that enable home and community to support student mastery of priority standards.</p>	<p>Specific and recurring procedures are in place to monitor the quality of alignment between curriculum resources and standards.</p> <p>Procedures under the control of the leader for acquiring new curriculum resources include assessment of alignment with standards.</p> <p>Curriculum resources aligned to state standards by resource publishers/developers are used school wide to focus instruction on state standards, and state, district, or school supplementary materials are routinely used that identify and fill gaps, and align instruction with the implementation level of the standards.</p>	<p>Processes to monitor alignment of curriculum resources with standards in the course descriptions are untimely or not comprehensive across the curriculum.</p> <p>Efforts to align curriculum with standards are emerging but have not yet resulted in improved student achievement.</p> <p>Curriculum resources aligned to state standards by text publishers/developers are used school wide to focus instruction on state standards, but there is no to minimal use of state, district, or school supplementary materials that identify and fill gaps, and align instruction with the implementation level of the standards.</p>	<p>There are no or minimal processes managed by the leader to verify that curriculum resources are aligned with the standards in the course descriptions.</p>

<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>
<ul style="list-style-type: none"> Curriculum is presented to faculty and students as the content reflected in course descriptions rather than the content in a textbook. School procedures for acquisition of instructional materials include assessment of their usefulness in helping students' master state standards and include processes to address gaps or misalignments. Course descriptions play a larger role in focusing course content than do test item specification documents. Agendas, meeting minutes, and memoranda to the faculty make evident a focus on importance of curriculum being a vehicle for enabling students to master standards in the course description. Media center acquisitions reflect a systematic effort to build curriculum supports that support student mastery of content standards at various levels of implementation. NGSSS and Florida Standards are routinely used to frame discussions on the quality and sufficiency of curriculum support materials. Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> Teachers can describe the strengths and weaknesses of primary texts in regard to alignment with standards in the state course description. Students are able to characterize text books and other school provided resources tools as aids in student mastery of course standards. Pacing guides focus assignments and activities planned for students on learning goals and state standards rather than coverage of chapters in a text. Documents can be presented that inform of the alignment between curriculum resources and standards for the course. Teachers can identify supplementary material used to deepen student mastery of standards. Parent feedback/questionnaire results indicate recognition that the school is focused on standards-based instruction rather than covering topics or chapters. Student feedback/questionnaire results indicate recognition that the curriculum is focused on what students are to understand and be able to do. Results on student growth measures show steady improvements in student learning. Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) <i>Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i></p> <p> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory </p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p>Enter data here:</p>	

Reflection Questions for Indicator 3.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What system is in place to ensure that your best ideas and thinking on using curriculum to enable students to master standards are shared with colleagues, particularly when there is evidence at your school of improved student achievement?	What specific school improvement strategies have you employed to measure improvements in teaching and innovations in curriculum that serve as predictors of improved student achievement?	How can you monitor whether the activities and assignments student get that involve use of curriculum resources are aligned with learning goals and standards?	Do you know which standards are addressed in your curriculum?

Indicator 3.5 – Quality Assessments: The leader ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Narrative: How do we know what our students already know, what they need to know, and how they are doing as we move forward with instruction? The school leader needs “assessment literacy” to address these questions. Where indicator 1.2 addresses the leader’s proficiency in use of student performance data, this indicator focuses on actions taken at the school site to generate interim assessment data and make sure faculty use formative assessment practices to monitor and adjust instruction. Assessment of student progress toward academic standards is an important aspect of tracking student progress. Leaders need to make use of data on interim and formative assessments to guide goal setting and progress monitoring. They need to provide teachers access to quality assessments and promote teacher use of formative assessments as a routine strategy. The leader needs on-going assessment data to inform a variety of decisions regarding such issues as resource allocations, student and teacher schedules, professional learning impacts, and adjustments in plans.

Rating Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader uses a variety of creative ways to provide professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement.</p> <p>Formative assessments are part of the school culture and interim assessment data is routinely used to review and adapt plans and priorities.</p>	<p>The leader systematically seeks, synthesizes, and applies knowledge and skills of assessment literacy and data analysis.</p> <p>The leader routinely shares knowledge with staff to increase students’ achievement.</p> <p>Formative assessment practices are employed routinely as part of the instructional program.</p> <p>The leader uses state, district, school, and classroom assessment data to make specific and observable changes in teaching, curriculum, and leadership decisions. These specific and observable changes result in increased achievement for students.</p>	<p>The leader haphazardly applies rudimentary knowledge and skills of assessment literacy and is unsure of how to build knowledge and develop skills of assessment literacy and data analysis.</p> <p>The leader inconsistently shares knowledge with staff to increase student achievement.</p> <p>There is inconsistency in how assessment data are used to change schedules, instruction, curriculum, or leadership.</p> <p>There is rudimentary use of assessment data from state, district, school, and classroom.</p>	<p>The leader has little knowledge and/or skills of assessment literacy and data analysis.</p> <p>There is little or no evidence of interaction with staff concerning assessments.</p> <p>The leader is indifferent to data and does not use data to change schedules, instruction, curriculum or leadership.</p> <p>Student achievement remains unchanged or declines.</p> <p>The leader does not use assessment data from state, district, school, and classroom.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	

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Reflection Questions for Indicator 3.5

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>How might you engage other school leaders in sharing quality examples of formative assessment and use of interim assessment data?</p> <p>What procedures might you establish to increase your ability to help your colleagues provide professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement?</p>	<p>How might you engage teacher leaders in sharing quality examples of formative assessment practices with other faculty?</p> <p>How can you provide ongoing professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement?</p>	<p>How are you systematically seeking, synthesizing, and applying knowledge and skills of assessment literacy and data analysis? In what ways are you sharing your knowledge with staff to increase all students' achievement?</p> <p>In what ways are you using state, district, school, and classroom assessment data to make specific and observable changes in teaching, curriculum, and leadership decisions to increase student achievement?</p>	<p>How are you expanding your knowledge and/or skills of assessment literacy and data analysis?</p> <p>What strategies have you considered that would increase your interaction with staff concerning assessments?</p> <p>How are you using your knowledge and skills of assessment literacy to change schedules, instruction, and curriculum or leadership practices to increase student achievement?</p>

Indicator 3.6 – Faculty Effectiveness: The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district’s instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency on the FEAPs.

Narrative: School leaders are responsible for monitoring the effectiveness of classroom teachers. This indicator addresses the proficiency and focus of the leader’s monitoring processes to maintain awareness of faculty effectiveness and the use of monitoring data to improve student and faculty performance. The focus here is on monitoring teacher use of strategies supported by contemporary research, teacher proficiency on issues contained in the district’s teacher evaluation system, what teachers do to improve student achievement, and faculty proficiency on the FEAPs.

Note: Indicator 3.1 is focused on the leader’s grasp of the FEAPs whereas this indicator focuses on monitoring the faculties’ grasp of the FEAPs. Indicator 4.2 is focused on the leader’s use of monitoring data to provide timely feedback.

Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader’s monitoring process generates a shared vision with the faculty of high expectations for faculty proficiency in the FEAPs, research-based instructional strategies, and the indicators in the teacher evaluation system. The leader shares productive monitoring methods with other school leaders to support district wide improvements.	The leader’s effectiveness monitoring process provides the leader and leadership team with a realistic overview of the current reality of faculty effectiveness on the FEAPs, the indicators in the teacher evaluation system, and research-based instructional strategies. The leader’s monitoring practices are consistently implemented in a supportive and constructive manner.	The district teacher evaluation system is being implemented but the process is focused on procedural compliance rather than improving faculty proficiency on instructional strategies that impact student achievement. The manner in which monitoring is conducted is not generally perceived by faculty as supportive of their professional improvement.	Monitoring does not comply with the minimum requirements of the district teacher evaluation system. Monitoring is not focused on teacher proficiency in research-based strategies and the FEAPs.
Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> Schedules for classroom observation document monitoring of faculty. Records or notes indicate the frequency of formal and informal observations 		<ul style="list-style-type: none"> The teachers document that the leader initiated professional development focused on issues arising from faculty effectiveness monitoring. 	

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Reflection Questions for Indicator 3.6

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>How do you convey to highly effective teachers specific feedback that would move them toward even higher levels of proficiency?</p> <p>How do you engage highly effective teachers in sharing a vision of high quality teaching with their colleagues so that there is no plateau of "good enough"?</p>	<p>How do you improve your conferencing skills so your feedback to teachers is both specific enough to be helpful and perceived as support rather than negative criticism?</p>	<p>How do you restructure your use of time so that you spend enough time on monitoring the proficiency of instructional practices and giving feedback to be an effective support for the faculty?</p>	<p>How do you improve your own grasp of what the FEAPs require so that your monitoring has a useful focus?</p>

Proficiency Area 4: Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.

Narrative: This proficiency area is aligned with FPLS standard 4. It moves the focus from “what is the current reality” of faculty proficiency to continuous progress toward what the faculty can achieve with effort and focus.

Indicator 4.1 – Recruitment and Retention: The leader employs a faculty with the instructional proficiencies needed for the school population served.

Narrative: The focus of this indicator is on the leader’s actions to staff the school with the best faculty possible for the needs of the school population. It addresses actions taken to anticipate staffing needs, seek out quality applicants, and efforts to retain quality staff once on the faculty.

Rating Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader tracks the success of her or his recruitment and hiring strategies, learns from past experience, and revisits the process annually to continually improve the process.</p> <p>The leader engages in a variety of traditional and non-traditional recruitment strategies and then prioritizes based on where they find their most effective teachers.</p> <p>Effective recruiting and hiring practices are frequently shared with other administrators and colleagues throughout the system.</p>	<p>The leader works collaboratively with the staff in the human resources office to define the ideal teacher based upon the school population served.</p> <p>The leader is sensitive to the various legal guidelines about the kind of data that can be sought in interviews.</p> <p>A hiring selection tool that helps interviewers focus on key instructional proficiencies that are aligned with the teacher evaluation criteria is developed and effectively utilized.</p> <p>A hiring process is clearly communicated including how staff is involved.</p>	<p>The leader relies on the district office to post notices of vacancies and identify potential applicants.</p> <p>Efforts to identify replacements tend to be slow and come after other schools have made selections.</p> <p>Interview processes are disorganized, not focused on the schools’ needs, and do not improve from year to year.</p>	<p>The leader approaches the recruitment and hiring process from a reactive rather than a proactive standpoint.</p> <p>Consequently, the process may not be well thought out, is disjointed, and not aligned with key success criteria embedded within the teacher evaluation documents essential to organizational success.</p> <p>No coherent plan or process is employed to encourage quality staff to remain on the faculty.</p>

Reflection Questions for Indicator 4.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What can be done to encourage quality teachers to stay with your school and quality applicants to seek to join the faculty?	What connections do you have to reach potential applicants other than the district's personnel office?	Have you gathered data about why teachers choose to leave your faculty? What strategies have you employed to meet the learning needs of your faculty, from novice to veteran to expert?	At what point in the school year do you check on staff retention and estimate future staffing needs? In what ways are professional learning opportunities linked to individual faculty needs?

Narrative: Where indicator 3.6 focuses on monitoring to maintain awareness of faculty effectiveness, this

Indicator 4.2 – Feedback Practices: The leader monitors, evaluates proficiency, and provides timely and actionable feedback to faculty on the effectiveness of instruction on priority instructional goals and the cause and effect relationships between professional practice and student achievement on those goals.

indicator focuses on the use of the monitoring process to provide quality and timely feedback to teachers. The feedback processes need to deepen teacher understanding of the impact of their practices on student learning.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader uses a variety of creative ways to provide positive and corrective feedback. The entire organization reflects the leader's focus on accurate, timely, and specific recognition of proficiency and improvement in proficiency.</p> <p>The focus and specificity of feedback creates a clear vision of what the priority instructional goals are for the school and the cause and effective relationship between practice and student achievement on those priority goals.</p> <p>The leader balances individual recognition with team and organization-wide recognition.</p>	<p>The leader provides formal feedback consistent with the district personnel policies, and provides informal feedback to reinforce proficient performance and highlight the strengths of colleagues and staff.</p> <p>The leader has effectively implemented a system for collecting feedback from teachers as to what they know, what they understand, where they make errors, and when they have misconceptions about use of instructional practices.</p> <p>Corrective and positive feedback is linked to organizational goals and both the leader and employees can cite examples of where feedback is used to improve individual and organizational performance.</p>	<p>The leader adheres to the personnel policies in providing formal feedback, although the feedback is just beginning to provide details that improve teaching or organizational performance, or there are faculty to whom feedback is not timely or not focused on priority improvement needs.</p> <p>The leader tends to view feedback as a linear process; something they provide teachers rather than a collegial exchange of perspectives on proficiency.</p>	<p>There is no or only minimal monitoring that results in feedback on proficiency.</p> <p>Formal feedback, when provided, is nonspecific.</p> <p>Informal feedback is rare, nonspecific, and not constructive.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> Rubrics that distinguish among proficiency levels on evaluation indicators are used by the leader to focus feedback needed improvements in instructional practice. Samples of written feedback provided teachers regarding prioritized instructional practices. Documentation of an instructional monitoring schedule that supports frequent instructional monitoring by the school's 		<ul style="list-style-type: none"> Teachers can attest to regularly scheduled formal and informal observations. Teachers report recognition as team members and as individuals. Teachers describe feedback from the leader in terms of recognizing instructional strengths and suggestions to take their teaching to a new level. 	

Indicator 4.3 – High effect size strategies: Instructional personnel receive recurring feedback on their proficiency on high effect size strategies.

administrative staff. <ul style="list-style-type: none"> • The leader implements a schedule that results in frequent walkthroughs and observation of teaching and learning • School improvement plan reflects monitoring data analyses. • Evidence the leader has a system for securing feedback from teachers specific to prioritized instructional practices. • The leader's use of time results in at least 2 work days a week spent on monitoring instructional issues (i.e. "watching the game") and providing specific and actionable feedback on instructional practices. • The leader provides feedback that describes ways to enhance performance and reach the next level of proficiency. • Feedback reflects judgment on proficiency, not just a "yes-no" checklist approach. • Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> • Teachers report that leader uses a combination of classroom observation and teacher-self assessment data as part of the feedback. • Feedback to teachers, over the course of the year, is based on multiple sources of information (e.g. observations, walkthroughs, videos, self-reflections, lesson studies, PLCs, assessment data,) and from more than one person. • Teacher leaders have opportunities to observe colleagues teaching practices and provide feedback. • Feedback and evaluation data is used by teachers to formulate growth plans. • Other impact evidence of proficiency on this indicator.
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Scale Levels: (choose one) *Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

☐ **Highly Effective**

 ☐ **Effective**

 ☐ **Needs Improvement**

 ☐ **Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 4.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How frequently do teachers recognize that your feedback is directly linked to improving both their personal performance and that of the school? What might you do to ensure that they see this important connection?	What are some examples of focused, constructive, and meaningful feedback that you provide to your staff? How does this support their learning?	In what ways do you currently recognize faculty in providing feedback and affirmation to them? To what extent do you acknowledge the efforts of teams, as well as that of individuals?	How can frequent, focused, and constructive feedback support teachers in improving their instructional practice?

Narrative: Teaching is a complex process. The "right thing to do" varies with conditions in the classroom. However, teachers need proficiency on a core repertoire of high importance strategies. These are strategies all teachers are expected to be able to use effectively. This indicator is focused on the leader's proficiency in focusing faculty attention on improvement of those "high effect size" strategies – those with higher probabilities of causing student growth when done correctly and in appropriate circumstances.

Note: Department lists of high-effect size strategies are posted at www.fldoe.org and www.floridaschoolleaders.org

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader uses a variety of creative ways to provide positive and corrective feedback on the implementation of high effect size strategies. As a result, the correct and appropriate implementation of high effect size instructional strategies across the curriculum and grades is a routine part of the learning environment for all students.</p> <p>The entire organization reflects the leader's focus on accurate, timely, and specific recognition of correct and appropriate implementation of high effect size strategies.</p> <p>The leader balances individual recognition on high effect size strategies with team and organization-wide recognition.</p>	<p>In addition to the formal feedback consistent with the district evaluation system indicators, the leader provides recurring informal feedback on high effect size strategies to reinforce proficient performance and highlight the strengths of colleagues and staff.</p> <p>The leader has effectively implemented a system for collecting feedback from teachers as to what they know, what they understand, where they make errors, and when they have misconceptions about use of high effect size strategies.</p> <p>Corrective and positive feedback on high effect size strategies is linked to organizational goals.</p> <p>Both the leader and employees can cite examples of where feedback on high effect size strategies is used to improve individual and organizational performance.</p>	<p>The leader adheres to the district evaluation system requirements for providing formal feedback on high effect size strategies, but the feedback is general rather than providing details that improve teaching or organizational performance related to high effect size strategies.</p> <p>The leader tends to view feedback as a linear process; something they provide teachers rather than two way communications where the leader also learns from the teachers' expertise.</p>	<p>The leader is not aware of the high effect size strategies expected to be used in district schools or fails to communicate them to faculty.</p> <p>Feedback on high effect size strategies is rare, nonspecific, and not constructive.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> Professional learning supports on the high effective size strategies are readily available to faculty. Samples of written feedback provided teachers high effect size instructional strategies. Walkthrough and observation practices are designed to emphasize feedback on use of high effective size strategies. School improvement plan includes actions to improve proficiency in high effect size strategies. Evidence the leader has a system for securing specific feedback from teachers on their implementation of high effect size strategies correctly and in appropriate circumstances. Documentation of an instructional monitoring schedule that supports frequent (every other week) instructional monitoring of high effect size strategies. The leader provides feedback that describes ways to enhance performance on high effect size strategies and reach the next level on same. 		<ul style="list-style-type: none"> Teachers can attest to regularly scheduled formal and informal observations with feedback on high effect strategies. Teachers report recognition as team members and as individuals for quality work on high effect strategies. Teachers describe feedback from the leader in terms of recognizing instructional strengths and suggestions to take their teaching to a new level. Teachers report that leader uses a combination of classroom observation and teacher-self assessment data as part of the feedback on high effect size strategies. High effect size strategies provided through various state and district initiatives are employed by teachers to whom the initiatives apply. Departments routinely discuss their capacity to implement the high effect strategies applicable to their subject area. Teachers are afforded opportunities to observe mentor teachers using the high effect size strategies. Lesson study teams use the process to improve application of high 	

<ul style="list-style-type: none"> The leader manages schedules that enable teachers to make observational rounds or view video examples of other teachers using the high effect size strategies. Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> effect strategies to the content of targeted lessons. Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p style="text-align: center;"> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory </p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p>Enter data here:</p>	

Reflection Questions for Indicator 4.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>How frequently do teachers recognize that your feedback is directly linked to improving both their personal performance on high effect size strategies and as well as the organizational performance?</p> <p>What might you do to ensure that they see this important connection?</p>	<p>What are some examples of focused, constructive, and meaningful feedback on high effect size strategies that you provide to your staff? How does this support their learning?</p>	<p>In what ways do you currently recognize faculty in providing feedback and affirmation to them on high effect size strategies?</p> <p>To what extent do you acknowledge the efforts of teams, as well as that of individuals?</p>	<p>How can frequent, focused, and constructive feedback support teachers in improving their instructional practice?</p>

Indicator 4.4 - Instructional Initiatives: District supported state initiatives focused on student growth are supported by the leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives. Initiatives include:

- **Monitoring Text Complexity:** The school leader monitors teacher implementation of instructional processes involving complex text with embedding of close reading and rereading of complex text as a routine event incorporating these two processes:
 - writing in response to text
 - text-based discussions with students
- **Interventions:** The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student sub-groups. (MTSS)
- **Instructional Adaptations:** The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications. (MTSS)
- **ESOL Strategies:** The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class. (ESOL)]
- **Other District Supported Initiatives:** The school leader monitors the school and classrooms for comprehensive implementation of all other instructional initiatives supported by the district as relevant to this school.

Narrative: The Department of Education and/or district-supported initiatives focused on improving student performance require school leader support to be successful at the school site. This indicator addresses the leader's proficiency in supporting such initiatives. Indicator 4.4 also focuses on professional learning needed to implement priority initiatives.

Note: District and FLDOE websites provide support and information about priority initiatives.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
All initiatives are implemented across the grades and subjects as appropriate with full fidelity to the components of each initiative. The leader monitors teachers' implementation of the initiative, tracks the impact of the initiative on student growth, and shares effective practices and impacts with other school leaders	Most of the district and state initiatives are implemented across the grades and subjects as appropriate with full fidelity to the components of each initiative. Reading Complexity and MTSS are routine instructional processes in all classes and at all levels of instruction. ESOL strategies are	Some initiatives are implemented across the some of the grades and subjects as appropriate with work in progress to implement the components of each initiative. The leader relies on teachers to implement the initiatives and is seldom involved in monitoring or providing feedback on the impact of the initiative's implementation on	District and state supported initiatives are not supported by the leader with any specific plans, actions, feedback or monitoring. The leader is unaware of what state and district initiatives are expected to be implemented at the school.

	<p>routinely employed with all ELL students.</p> <p>The leader is conversant with the impact the initiative is expected to have and monitors teacher and student implementation of the elements of the initiative.</p>	<p>student growth.</p>	
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • The initiatives being pursued are explicitly identified and access to supporting resources is provided. • Leader's agendas, memoranda, etc. reflect presentations to faculty on the targeted initiatives. • A Multi-tiered System of Supports (MTSS) and Response to Intervention (RtI) is fully implemented and the leader monitors regularly to sustain implementation. • The leader monitors practices in areas where subject specific strategies are expected and provides feedback on the effective use of such strategies (e.g. ESOL strategies) • Reading Strategies from Just Read, Florida! are implemented. • The leader can identify all of the initiatives in use and describe how progress is monitored for each. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • Classroom teachers describe how they implement the various initiatives. • Video exemplars that support implementing the initiatives are routinely used by faculty. • Online resources and technology supports that deepened understanding of the initiatives are used by faculty. • State or district web-based resources aligned with the initiatives are regularly accessed by faculty, • Teachers have participated in professional development associated with the initiative and implemented the strategies learned. • Other impact evidence of proficiency on this indicator. 	
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory </p>			
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p>Enter data here:</p>			

Reflection Questions for Indicator 4.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you engage your faculty in communities of practice where practices related to the initiatives are shared with faculty in other schools or districts?	How do you use monitoring of these initiatives to identify faculty professional development needs that, if addressed, would improve the quality of implementation?	How do you communicate with district and state resources to learn more about what these initiatives can contribute to my school?	How do you find out what initiatives should be implemented?

Indicator 4.5 – Facilitating and Leading Professional Learning: The leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.

Narrative: Indicator 4.5 is focused on what the leader does to engage faculty in meaningful professional learning (which includes being involved in what the faculty is learning). Professional learning on-the-job is an essential aspect of effective schools. School leaders who manage the school in ways that support both individual and collegial professional learning get better outcomes than those who do not. The leader's personal participation in professional learning plays a major role in making professional learning efforts pay off. This indicator addresses the leader's role as a leader in professional development.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader uses a variety of creative ways to provide professional learning for individual and collegial groups focused on deepening subject matter knowledge and proficiency at high effect size strategies.</p> <p>The leader is personally involved in the learning activities of the faculty in ways that both show support and deepen understanding of what to monitor.</p> <p>The entire organization reflects the leader's focus on accurate, timely, and specific professional learning that targets improved instruction and student learning on the standards in the course descriptions.</p> <p>Leadership monitoring of professional learning is focused on the impact of instructional proficiency on student learning.</p>	<p>The leader provides recurring opportunities for professional learning for individual and collegial groups focused on issues directly related to faculty proficiency at high effect size strategies and student learning needs.</p> <p>The leader removes barriers to time for professional learning and provides needed resources as a priority.</p> <p>Participation in specific professional learning that target improved instruction and student learning is recognized by the faculty as a school priority.</p> <p>Leadership monitoring of professional learning is focused on the impact of instructional proficiency on student learning.</p>	<p>Less than a majority of the faculty can verify participation in professional learning focused on student needs or faculty proficiency at high effect size strategies.</p> <p>Time for professional learning is provided but is not a consistent priority.</p> <p>Minimal effort expended to assess the impact of professional learning on instructional proficiency.</p> <p>Leadership monitoring of professional learning is focused primarily participation with minimal attention given to the impact of instructional proficiency on student learning.</p>	<p>Focused professional development on priority learning needs is not operational.</p> <p>Few faculty members have opportunities to engage in collegial professional development processes on the campus.</p> <p>Individual professional learning is not monitored and is not connected to the school improvement plan or student learning needs.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> Documents generated by or at the direction of the leader establish a clear pattern of attention to individual professional development. Documents generated by or at the direction of the leader establish a clear pattern of attention to collegial professional development. Schedules provide evidence of recurring time allocated for professional 		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> Faculty members describe an organizational climate supportive of professional learning and can provide examples of personal involvement. Minutes and/or summary records of lesson study teams, book study groups, and/or PLCs provide evidence that these collegial opportunities 	

<p>learning.</p> <ul style="list-style-type: none"> • Technology is used to provide easy and recurring access to professional learning. • Budget records verify resources allocated to support prioritized professional learning. • Documents generated provide evidence that administrators are monitoring faculty participation in professional learning. • Other leadership evidence of proficiency on this indicator. 	<p>are active on the campus.</p> <ul style="list-style-type: none"> • Agendas, documents, or anecdotal records of teams and/or department meetings reflect recurring engagement in professional learning. • Information on the availability of professional learning is easily accessible for faculty. • Other impact evidence of proficiency on this indicator.
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☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Reflection Questions for Indicator 4.5

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What strategies have you implemented so that you spread your learning about providing professional learning for individual and collegial groups within your school to your colleagues across the school system?	What might be some creative ways to provide professional learning for individual and collegial groups focused on deepening subject matter knowledge and proficiency at high effect size strategies?	As you think about your leadership in providing professional learning, what are key strategies for you to consider that would help you provide recurring opportunities for professional learning for individual and collegial groups focused on issues directly related to faculty proficiency at high effect size strategies and student learning needs?	How would you describe your efforts to make certain that your professional learning is focused on student needs or faculty proficiency at high effect size strategies?

Indicator 4.6 – Faculty Development Alignments: The leader implements professional learning processes that enable faculty to deliver culturally relevant and differentiated instruction by:

- **generating a focus on student and professional learning in the school that is clearly linked to the system-wide objectives and the school improvement plan,**
- **identifying faculty instructional proficiency needs (including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement),**
- **aligning faculty development practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals,**
- **and using instructional technology as a learning tool for students and faculty.**

Narrative: Faculty development has many aspects. This indicator addresses the leader's proficiency at developing faculty capacity to implement culturally relevant differentiated instruction by aligning the various faculty developments processes and practices with certain key issues (Standards-based content, research-based methods, data for planning, etc. as specified in the text of the standard.)

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader has demonstrated a record of differentiated professional learning for faculty based on student needs.</p> <p>The leader has developed a system of job-embedded professional learning that differentiates training and implementation of instructional priorities based on teacher needs, which help retain proficient and highly exemplary staff.</p> <p>The leader routinely shares professional learning opportunities with other schools, departments, districts, and organizations.</p>	<p>Professional learning includes a plan for the implementation of the prioritized instructional needs (e.g., research-based instruction, data analysis, instructional technology, culturally relevant) aligned to school improvement plan and some effort has been made to differentiate (coaching, mentoring, collaborative teams, coaching) and embed professional development to meet the needs of all faculty members.</p> <p>The leader is able to use data from evaluation of instructional personnel to assess proficiencies and identify priority needs to support and retain proficient and exemplary faculty members.</p>	<p>The leader attempts to implement all of the priority instructional needs without a plan for doing so.</p> <p>The leader is aware of the differentiated needs of faculty and staff members, but professional development is only embedded in faculty meetings at this time, rather than incorporating the use of collaboration, study teams, etc. in order to meet the unique needs of staff.</p>	<p>Professional learning is typically "one size fits all," and there is little or no evidence of recognition of individual faculty needs or matching of faculty needs to student achievement needs. Consequently, retaining proficient and exemplary staff is problematic.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • Documentation that professional learning is determined on the basis of student achievement and teacher competency data. • Evidence that professional learning includes culturally relevant instructional practices. • Faculty meetings focus on professional learning related to the schools 		<ul style="list-style-type: none"> • Staff describes ways that professional learning is culturally relevant to the population served and differentiated to meet their unique instructional needs. • Lesson study groups and PLCs have explicitly stated goals and a focus for their collegial learning. 	

instructional priorities. <ul style="list-style-type: none"> • The leader examines data on teacher proficiencies and identifies needs that are subsequently addressed by professional learning. • Technology resources are provided to maximize faculty access to online learning and sharing video exemplars for quality instructional practices. • Individualized professional development plans approved by the principal are clearly aligned with school improvement priorities. • Meeting agendas and memorandum to faculty provide evidence of on-going monitoring of the implementation of critical initiatives (e.g., data analysis, text complexity), standards-based instructional program, multi-tiered system of supports, and differentiated instruction. • The leader's documents and agendas provide evidence of guiding faculty toward deeper understanding of the cultures of students in the school and how instruction is adapted to improve student engagement in learning. • Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> • Teachers can articulate a process that helps them develop individualized learning plans. • Faculty requests for professional learning are filtered to ensure that they relate to identified needs within the school improvement plan. • Teachers can identify their learning needs as they relate to student learning needs. • Faculty can demonstrate their use of course descriptions as the source of learning goals and objectives. • Faculty can provide evidence of culturally relevant and differentiated instruction. • Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory </p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p>Enter data here:</p>	

Reflection Questions for Indicator 4.6

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What procedures have you established to increase professional knowledge opportunities for colleagues across the school system?	What system do you use to prioritize learning needs and empower faculty to create individual learning plans?	What strategies have you employed to meet the learning needs of your faculty, from novice to veteran to expert?	In what ways are professional learning opportunities linked to individual faculty needs?

Indicator 4.7 – Actual Improvement: The leader improves the percentage of effective and highly effective teachers on the faculty.

Narrative: An indicator required by 1012.34 F.S., the focus is on whether the accumulated impact of the leader's actions result in positive trend lines on teacher effectiveness. Evidence gathered from proficiency area #3 provide a base line that, along with teacher rating in the district's teacher evaluation system and student growth measures, enable assessment of whether actual improvement in teacher's proficiency is occurring.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The percentage of teachers rated effective or highly effective increases while the percentage rated needs improvement for two consecutive years declines. Student growth measure and instructional practice ratings are in substantial agreement for at least 75 percent of the faculty.	The percentage of teachers rated effective or highly effective increases or remains stable within five percentage points of the prior year, but there is evidence of specific improvements in student growth measures or proficiency in high effect size strategies.	There is no evidence of improvement in student growth measures for the majority of the teachers rated as effective, needs improvement, or unsatisfactory. There is significant variation between teachers' student growth measures and principal's assessment of instructional practices.	The percentage of teachers rated effective or highly effective declines and cannot be explained by changes in staff membership. There is no evidence of improvement in student growth measures for the majority of the teachers rated as needs improvement or unsatisfactory.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> Documents generated by or at the direction of the leader establish that the leader tracks the progress of faculty members on student growth measures and identifies those making demonstrable progress. Documents generated by or at the direction of the leader establish that the leader tracks the progress of faculty members on high effect size strategies and identifies those making demonstrable progress. Documents generated by or at the direction of the leader establish that the leader tracks the progress of faculty members rated as needs improvement or unsatisfactory and can identify specific areas of improvement. The leader tracks student growth data and teacher assessment data aligned to learning goals to track actual improvement in teacher performance and maintains records of the percentage of 		<ul style="list-style-type: none"> The percentage of teachers rated highly effective increases. The percentage of teachers rated effective increases. The percentage of teachers previously rated as needing improvement (developing) or unsatisfactory decreases. The percentage of teachers ranking at or above the district average on student growth measures increases. The percentage of teachers with highly effective rating on high effect size instructional strategies increases. Lesson studies produce revised lessons with improved student outcomes. Tracking of learning goals produces data and trend lines showing improvement in teacher effectiveness. State and district tests show improved student performance. VAM scores in teacher assessment show improvement and 	

<ul style="list-style-type: none"> staff showing growth over time. Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> trend lines show improvement in percentage of results based on VAM scores. Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) <i>Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i></p> <p style="text-align: center;"> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory </p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p>Enter data here:</p>	

Reflection Questions for Indicator 4.7

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>How well aligned are your assessments of instructional practice with the results of student growth measures?</p> <p>In what ways are you assisting the better performing teachers to improve as much as you are assisting the lower performers?</p>	<p>How would you describe your efforts to improve instruction?</p> <p>In what ways are you providing feedback on instructional practice that result in improved student learning for those teachers most in need of growth?</p>	<p>How would you describe your efforts to understand what instructional improvements are needed and then communicate that in useful ways?</p> <p>What information are you collecting to help you know what is or is not happening in the classrooms where teachers need improvement?</p>	<p>How are you making a difference in the quality of teaching in your school?</p> <p>What are some of the strategies you are employing that help you be aware of where the greatest problems are in terms of instructional proficiency?</p>

Proficiency Area 5: Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.

Narrative: This proficiency area is aligned with FPLS standard 5. Much of what student's experience in school is a result of decisions and actions by the adults in the school. Learning environments that are success oriented, student centered, treat diversity as an asset, and focus on eliminating achievement gaps support students preparation for fulfilling lives.

Indicator 5.1 – Student Centered: The leader maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy by providing recurring monitoring and feedback on the quality of the learning environment and aligning learning environment practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals.

Narrative: School leaders who monitor what students experience by being enrolled in the leader's school have better insights on how to make the system work than those who do not monitor impact of policies and practices on students. It is the leader's responsibility to know whether student life is equitable, respectful, and supportive of engagement in learning.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader provides clear, convincing, and consistent evidence that they ensure the creation and maintenance of a learning environment conducive to successful teaching and learning for all and shares these practices with others throughout the district. Involves the school and community to collect data on curricular and extra-curricular student involvement to assure equal opportunity for student participation.	The leader provides clear evidence that they create and maintain a learning environment that is generally conducive to ensuring effective teaching practices and learning, although there may be some exceptions. Collects data on curricular and extra-curricular student involvement to assure equal opportunity for student participation.	The leader provides limited evidence that they create a safe school either in planning or actions. Collects data on curricular and extra-curricular student involvement.	The leader provides little to no evidence that s/he make plans for a safe and respectful environment to ensure successful teaching and learning or addresses safety concerns as they arise. Does not collect data on curricular and extra-curricular student involvement.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the		Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to	

following: <ul style="list-style-type: none"> Documents that establish safe, respectful, and inclusive school-wide common expectations for students and staff. Agendas, meeting minutes, etc., show recurring attention to student needs. The leader's documents reveal a pattern of examining student opportunities for achieving success Leader has procedures for students to express needs and concerns direct to the leader. The leader provides programs and supports for student not making adequate progress. School policies, practices, procedures are designed to address student needs. Other leadership evidence of proficiency on this indicator. 	the following: <ul style="list-style-type: none"> Teachers can describe a specific policies, practices, and procedures that result in a safe, respectful, and inclusive student-centered learning environment. Student questionnaire results reflect satisfaction with school attention to student needs and interests. Counseling services and safe school programs (e.g. anti-bullying") are implemented. Tutorial processes are provided and easily accessible by students. Teachers receive training on adapting instruction to student needs. Extended day or weekend programs focused on student academic needs are operational and monitored Parent questionnaire results reflect satisfaction with schools attention to student needs and interests. Other impact evidence of proficiency on this indicator.
Scale Levels: <i>(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i>	
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory	
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):	
Enter data here:	

Reflection Questions for Indicator 5.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What practices have you engaged in to increase professional knowledge opportunities for colleagues across the school system regarding your efforts to ensure the creation and maintenance of a learning environment conducive to successful teaching and learning for all?	What evidence would you accept you were ensuring the creation and maintenance of a learning environment conducive to successful teaching and learning for all?	How would you describe your efforts to provide clear evidence that you create and maintain a learning environment that is generally conducive to ensure effective teaching and learning, although there may be some exceptions?	What strategies are you intentionally implementing to create and maintain a safe and respectful environment to ensure successful teaching and learning or addresses safety concerns as they arise?

Indicator 5.2 - Success Oriented: Initiates and supports continuous improvement processes and a multi-tiered system of supports focused on the students' opportunities for success and well-being.

Narrative: The issues in 5.1 focus on monitoring how school policy and practice affect the quality of student lives. This indicator shifts focus from those broad issues to what happens at the school that creates opportunities for student success and students' perceptions that school life is organized to do something good for them. School should be rigorous and demanding but also implemented in ways that create recurring opportunities for success.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Through all grades and subjects a multi-tiered system of supports is operational providing core universal supports (research-based, high-quality, general education instruction and support; screening and benchmark assessments for all students, and continuous data collection continues to inform instruction).</p> <p>Where student are not successful on core instruction, problem solving is employed to identify and implement targeted supplemental supports (data based interventions and progress monitoring).</p> <p>Where targeted supplemental supports are not successful, intensive individual supports are employed based on individual student needs.</p> <p>Skillful problem solving to ensure staff have adequate time and support, and effectively monitoring teacher's effective use of research-based instruction.</p>	<p>Problem solves skillfully (e.g., conceptualizing, applying, analyzing, synthesizing, and/or evaluating information) to provide adequate time, resources, and support to teachers to deliver the district's curriculum to all students.</p> <p>Celebrations of student success are common events and are focused on recognition of the methods and effort expended so students understand what behaviors led to the success.</p> <p>Most grades and subject track student learning growth on priority instructional targets.</p> <p>MTSS operational across the grades and subjects.</p>	<p>Problem solving efforts are unskillfully used to provide adequate time, resources, and support to teachers to deliver the district's curriculum and state's standards to students.</p> <p>Celebrations of student success are provided but are inconsistent in focusing on how/why students succeeded.</p> <p>MTSS operational in some classes.</p>	<p>No actions other than use of slogans and exhortations to succeed are taken by the leader to address practices and process that actually enable success.</p> <p>MTSS not operational.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> Agendas, memorandum, and other documents provide direction on implementation of MTSS. Agendas, memorandum, and other documents reflect recurring discussion with faculty on continuous progress monitoring practices. The leader recognizes the accomplishments of individual 		<ul style="list-style-type: none"> Teachers' records reveal data-based interventions and progress monitoring. Teacher-directed celebrations of student success identify causes of success. Supplemental supports are provided in classes. Faculty and student describe the leader as one who is genuinely 	

<p>teachers, student, groups and the whole school via newsletters , announcements, websites, social media and face-to-face exchanges)</p> <ul style="list-style-type: none"> • Leader solicits student input on processes that support or hamper their success. • Leader does surveys and other data collections that assess school conditions that impact student well-being. • Data collection processes are employed to collect student, parent, and stakeholder perception data on the school supports for student success. • Other leadership evidence of proficiency on this indicator. 	<p>committed to student success in school and life.</p> <ul style="list-style-type: none"> • Faculty teams, departments, grade levels or collegial learning teams who have worked together on student success are recognized. • Teacher and student tracking of progress results in data on student success. • Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p>Enter data here:</p>	

Reflection Questions for Indicator 5.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What supports do you need to provide to deepen the faculty's capacity to provide intensive individual supports?	How do you enable teachers proficient at MTSS to share the process with other teachers?	How do you monitor instructional practice to assess the quality of implementation of MTSS?	How do you obtain training on what the MTSS model requires and how do you convey the expectations inherent in the model to your faculty?
How do you share effective continuous progress practices with other school leaders?	What continuous progress practices should be shared with the entire faculty?	How do you monitor the impact of targeted supplemental supports?	
		What barriers to student success are not being addressed in your school?	

Indicator 5.3 – Diversity: To align diversity practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, the leader recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning, and promotes school and classroom practices that validate and value similarities and differences among students.

Narrative: “Diversity practices” refers to the capacity of teachers and school leaders to recognize the many variations in students that impact learning growth (e.g. learning processes, prior learning experiences, family and cultural backgrounds); implement practices that respect diversity in learning needs (e.g. multi-tiered system of supports) and make adjustments at the classroom level that make use of student strengths and promote growth needs.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader shares with others throughout the district strategies that help them put into action their belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff.</p> <p>The leader provides an instructional program where recurring adaptations in instructional to address variations in student learning needs, styles, and learning strengths are routine events in all classes.</p>	<p>The leader systematically acts on the belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff.</p> <p>Classroom practices consistently reflect appropriate adjustments based on cultural, racial, ethnic backgrounds of students.</p> <p>The leader's expectations that teachers adapt instructional strategies to meet individual student needs are an accepted part of the shared vision of the leader and faculty.</p>	<p>The leader inconsistently acts on the belief that all students can learn at high levels by sometimes leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff.</p> <p>The leader has taken some actions that set expectations for teachers adapting instructional strategies to meet individual student needs and such individualization is evident in some but not most classes.</p>	<p>The leader limits opportunities for all students to meet high expectations by allowing or ignoring practices in curriculum, instruction, and assessment that are culturally, racially, or ethnically insensitive and/or inappropriate.</p> <p>Takes no actions that set expectations for teachers adapting instructional strategies to meet individual student needs.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> Documents that support the use of diversity as an asset in the development and implementation of procedures and practices. Agendas, memorandum, etc., reflecting recurring attention at 		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> Teachers can describe a specific policies, practices, and procedures that validate and value similarities and differences among students. 	

faculty meetings to capacity to recognize diversity issues and adapt instruction accordingly. <ul style="list-style-type: none"> • Leader's actions in providing professional learning for faculty that deepens understanding of a range of diversity issues and evidence of monitoring for implementation in the classroom of appropriate diversity practices. • School policies, practices, procedures that validate and value similarities and differences among students. • The school leader collects and reviews agenda and minutes from departmental or team meetings to monitor attention to diversity issues in pursuit of student learning growth. • Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> • Professional development opportunities are provided for new teachers regarding ways to adapt instruction to address diversity issues in the student body and community. • Student questionnaire results reflect belief that their individual characteristics are respected by school leader and faculty. • Parent questionnaire results reflect belief that their individual characteristics are respected by school leader and faculty. • A multi-tiered system of supports (MTSS) is implemented in the classrooms in ways that respect and make adjustments for diversity factors. • The school provides an interactive website for students, parents, and the community designed to be "user friendly" and sensitive to diversity issues in the community, providing information of interest to various segments of the school community • Other impact evidence of proficiency on this indicator.
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:	
<div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory </div>	
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):	
Enter data here:	

Reflection Questions for Indicator 5.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What procedures might you establish to increase your ability to help your colleagues develop curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?	What strategies might you employ so that you could share with others throughout the district practices that help them put into action your belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?	How might you increase the consistency with which you act on the belief that all students can learn at high levels by sometimes leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?	How might you expand the opportunities for all students to meet high expectations by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?

Indicator 5.4 – Achievement Gaps: The leader engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps associated with student subgroups within the school.

Narrative: Where indicator 5.3 is focused on the broad array of diversity factors that impact success of individual students and student sub-groups, indicator 5.4 focuses on academic growth of specific sub-groups whose academic performance lags behind what they are capable of achieving. The leader is expected to prepare the faculty to do what is needed to meet the academic improvement needs of the sub-group(s).

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader has created a self-regulating system based on data that guarantees regular and predictable success of all sub-groups, even if conditions change from one year to another.</p> <p>Achievements gaps have been eliminated or substantially minimized with trend lines consistently moving toward elimination of such gaps.</p>	<p>Processes to minimize achievement gaps within all impacted subs-groups are employed for all sub-groups with positive trend lines showing reduction of gaps for all subgroups.</p> <p>The leader consistently applies the process of inquiry and/or has enabled development of processes that generate greater understanding of the school's current systems and their impact on sub-group academic achievement.</p>	<p>Sub-groups within the school and associated with achievement gaps have been identified and some processes are underway to understand root causes.</p> <p>Some actions to minimize the gaps have been implemented but either do not reach all sub-group students or have inconsistent or minimal results.</p> <p>The leader inconsistently applies the process of inquiry and/or has enabled only limited efforts to develop of processes that generate greater understanding of the school's current systems and their impact on sub-group academic achievement.</p>	<p>The leader does not identify nor implement strategies to understand the causes of sub-group achievement gaps.</p> <p>No changes in practices or processes have been implemented under the leader's direction that is designed to address achievement gaps.</p> <p>The leader does not apply the process of inquiry and/or develop processes that generate greater understanding of the school's current systems and their impact on sub-group academic achievement.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> The leader uses statistical analyses identifying academic needs of sub-group members. Written goals are developed and provided to faculty that focus on reducing or eliminating achievement gaps for students in under-performing sub-groups and for students with disabilities. 		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> Faculty and staff can describe the school-wide achievement goals focused on narrowing achievement gaps and relate how that implement those goals to impact individual students. Under-achieving sub-group students are enrolled in advanced classes and presented with high expectations. 	

Domain 3: Organizational Leadership

Narrative: This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

Proficiency Area 6 – Decision Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.

Narrative: This proficiency area is aligned to FPLS standard #6. How decisions are made can be as important as what decisions are made. The leader's proficiency at balancing the various aspects of decision-making is the focus of this area.

Indicator 6.1 – Prioritization Practices: The leader gives priority attention to decisions that impact the quality of student learning and teacher proficiency, gathering and analyzing facts and data, and assessing alignment of decisions with school vision, mission, and improvement priorities.

Narrative: Leaders make many decisions. Those that impact student learning and teacher proficiency require priority attention. The focus is the leader's ability to make sure that decisions on student learning and faculty proficiency are not lost among the lower priority issues or given inadequate attention because of all the other things leaders do.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader produces clear, convincing, and consistent evidence that demonstrates an understanding of learning, teaching, and student development to inform all decisions and continuously uses this information to enhance teaching and learning.</p> <p>The leader produces clear, convincing, and consistent evidence that, on an ongoing basis, all decisions are made in a way that promotes the school's vision and mission.</p> <p>Effective decision-making practices are frequently shared with other</p>	<p>The leader's decisions consistently demonstrate an understanding of learning, teaching, and student development.</p> <p>The leader produces clear evidence of making most decisions in a way that supports the school's vision and mission regarding student learning and faculty proficiency.</p>	<p>The leader provides limited evidence that demonstrates understanding of learning, teaching, and student development to inform decisions or is inconsistent in using this information to enhance decisions about teaching and learning.</p> <p>The leader produces limited evidence that the school's vision and mission impacts decision making.</p>	<p>The leader provides little or no evidence that demonstrate awareness of learning, teaching, and student development to inform decisions.</p> <p>The leader produces little to no evidence of making decisions that are linked to the school's vision and mission.</p> <p>Decisions adverse to student growth and/or faculty development are made.</p>

administrators and colleagues throughout the system.			
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> • The school's vision and mission statement developed under this leader is focused on student growth and improving faculty proficiency. • Staff evaluations and professional development documents emphasize student learning or faculty proficiency growth. • Documents showing the development and modification of teacher and student schedules are based on data about student needs. • Leader's meeting schedules reflect recurring attention to student learning and faculty proficiency issues. • Artifacts substantiating school improvement and curriculum review/revision are based on student learning needs or assessments of teacher proficiency. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • Teachers can describe a decision-making process that reflects an emphasis on vision, mission, student learning, and teacher proficiency requirements. • Teachers can recall decisions that were made resulting in changes to their teaching schedule to support student learning. • Team and department meeting minutes reflect student learning and faculty proficiency as priority issues. • Sub-ordinate leaders give priority attention to issues impacting student learning and teacher proficiency. • Principal's secretary prioritizes mail based on relation to student learning and faculty growth. • Office staff handles routine events to protect leader's time for instructional and faculty development issues. • Other impact evidence of proficiency on this indicator. 	
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:			
<div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory </div>			
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):			

Reflection Questions for Indicator 6.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>What procedures have you established to increase professional knowledge opportunities for colleagues across the school system?</p> <p>How do you promote and foster continuous improvement with new staff? What changes might you make to your decision-making process for further improvement?</p>	<p>What system do you use to prioritize learning needs and empower faculty to create individual learning plans?</p> <p>How might you reinforce and establish your efforts so that direct reports and your entire school community understand the link between decisions and your priorities?</p>	<p>What strategies have you employed to meet the learning needs of your faculty, from novice to veteran to expert?</p> <p>Why is it necessary to explicitly reference your vision and mission, even though they are visibly posted in high traffic areas of your school?</p>	<p>How should your awareness of learning, teaching, and student development inform decisions?</p> <p>How might you better align your decisions with the vision and mission of your school?</p>

Narrative: Problem solving is an essential support to decision making. The leader's skill in using thinking

Indicator 6.2 – Problem Solving: The leader uses critical thinking and data-based problem solving techniques to define problems and identify solutions.

skills and data to define problems and identify solutions is the focus here.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader demonstrates the ability to construct a clear and insightful problem statement with evidence of relevant contextual factors.</p> <p>The leader identifies multiple approaches for solving a problem and proposes one or more solutions/hypotheses that indicate a deep comprehension of the problem. The solutions are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.</p> <p>The leader's evaluation of solutions is comprehensive and includes all of the following: history of the problem, logic/reasoning, feasibility and impact of the solution.</p> <p>The solution is implemented in a manner that addresses each of the contextual factors of the problem. A thorough review of the results is conducted to determine need for further work.</p>	<p>The leader demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors and the problem statement is adequately detailed.</p> <p>The leader identifies multiple approaches for solving a problem.</p> <p>The leader's solutions are sensitive to contextual factors as well as at least one of the following: ethical, logical, or cultural dimensions of the problem.</p> <p>Evaluation of solutions is adequate and includes: history of the problem, reviews logic and reasoning, examines feasibility of solution, and weighs impact.</p> <p>The solution is implemented and the results reviewed with some consideration for further work.</p>	<p>The leader is beginning to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but the problem statements are superficial or inconsistent in quality.</p> <p>Typically, a single "off the shelf" solution is identified rather than designing a solution to address the contextual factors.</p> <p>The solution is implemented in a manner that addresses the problem statement but ignores relevant factors. Results are reviewed with little, if any, consideration for further work.</p>	<p>The leader demonstrates a limited ability to identify a problem statement or related contextual factors.</p> <p>Solutions are vague or only indirectly address the problem statement.</p> <p>Solutions are implemented in a manner that does not directly address the problem statement and are reviewed superficially with no consideration for further work.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> Samples of problem statements, contextual factors, recommended approaches, proposed solutions, evaluation, and review with consideration for further work are presented. A well-established problem-solving process can be described by the leader. Data records reveal the range of problems addressed and after- 		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> Teachers can personally attest to the problem-solving skills of the leader. Teachers report a high degree of satisfaction with the problem-solving process established by the leader. Teacher and/or students describe participating in problem solving led by the school leader. 	

Indicator 6.3 – Quality Control: The leader maintains recurring processes for evaluating decisions for effectiveness, equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implementing actions as needed.

Narrative: Decisions are made....but there is a follow-up process. What was the impact of the decisions? The focus here is the leader's follow-up on decisions and capacity to make revisions where needed.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader can provide clear and consistent evidence of decisions that have been changed based on new data.</p> <p>The leader has a regular pattern of decision reviews and "sunsetting" in which previous decisions are reevaluated in light of the most current data.</p> <p>There is a culture of open acknowledgement of undesired outcomes in which the leader and everyone in the organization can discuss what is not working without fear of embarrassment or reprisal.</p>	<p>The leader has a record of evaluating and revising decisions based on new data.</p> <p>Review of decision and follow-up actions are consistently timely.</p>	<p>The leader has some processes for acquiring new information on impact of decisions and appears to be willing to reconsider previous decisions, but does not have a clear or consistent record of making changes where needed or as soon as needed.</p>	<p>There is little or no evidence of reflection and reevaluation of previous decisions.</p> <p>Sub-ordinate leaders are not encouraged to evaluate prior decisions.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Examples of documents related to previous decisions that indicate re-evaluation in light of emerging data or trends. • Evidence that re-evaluations in light of emerging data or trends resulted in changes or adjustments in actions. • A well-articulated problem-solving process can be produced. • Principal's work schedule reflects time for monitoring the implementation of priority decisions. • Other leadership evidence of proficiency on this indicator. 		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Teachers can attest to having participated in a re-evaluation of a decision based on emerging trends and data. • Teachers report confidence in the decisions being made by the leader. • Sub-ordinate leaders' records reveal time committed to gathering data and following up on impact and implementation of leader's decisions. • Sub-ordinate leaders' records reveal time committed to gathering data and following up on impact and implementation of the sub-ordinate leaders' decisions. • Other impact evidence of proficiency on this indicator. 	

Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

☐ Highly Effective

☐ Effective

☐ Needs Improvement

☐ Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 6.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you continue to clarify the decision-making process in a dynamic, changing environment?	Why is it necessary for you as a school leader to reevaluate prior decisions and programs in light of emerging research, personal experience, and changing situations?	What will you do from now on to ensure previous decisions and programs are revisited and evaluated on a routine basis?	When do you take time with your leadership team to reflect on decisions that have been made? In what ways do you evaluate decisions on the basis of student achievement?

Indicator 6.4 – Distributive Leadership: The leader empowers others and distributes leadership when appropriate.

Narrative: A school is too complex for one person to make all decisions. Some of the functions of leadership must be shared with others. Developing capacity for success in a workforce requires enabling other people to be responsible for meaningful decisions. The leader's capacity to share the "right stuff" and distribute decision making among other appropriate staff is the focus here.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Innovation and improvement in instructional processes, faculty development, or school operations have resulted from distributive leadership.</p> <p>The leader encourages staff members to accept leadership responsibilities outside of the school building.</p> <p>The leader incorporates teacher and support staff into leadership and decision-making roles in the school in ways that foster the career development of participating teachers.</p>	<p>The leader creates opportunities for staff to demonstrate leadership skills by allowing them to assume leadership and decision-making roles.</p> <p>The leader supports the decisions made as part of the collective decision-making process.</p> <p>Decision-making delegations are clear: Sub-ordinates know what decisions are made by the leader, which by the leader after input from others, and which are delegated to sub-ordinates to decide.</p>	<p>Some well-understood leadership roles other than the school principal are functioning and contributing to effective and timely decisions on some school priorities, but there are recurring delays in reaching decisions on other issues.</p> <p>Decisions are often rushed or made without appropriate input due to lack of planning and implementation of development activities by staff members.</p>	<p>There is no or only minimal evidence that anyone other than the principal has a meaningful role in making timely decisions.</p> <p>The leader rarely seeks input on significant issues from a variety of stakeholder groups (e.g. faculty leaders, teachers, student, parents, community, or business leaders).</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> Organizational charts or other documents reveal how leadership is distributed and informs who is involved in what. School improvement plan process reflects involvement by a variety of parties. Evidence of shared decision-making and distributed leadership 		<ul style="list-style-type: none"> Sub-ordinate leaders and teacher leaders report meaningful roles in decision making. Minutes, agendas, and other records of meetings held by sub-ordinate leaders reflect their involvement in significant decision making. 	

is present in leader's memorandums, e-mails, and other communications. <ul style="list-style-type: none"> • Leader's communication to faculty and stakeholders recognizes the role of those to whom leadership functions were distributed. • Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> • Teachers are able to identify which colleagues have a leadership or decision making role in any given issue. • Teacher and or parent surveys reflect satisfaction with access to sub-ordinate and teacher leaders rather than requiring access only to the principal. • Other impact evidence of proficiency on this indicator.
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:	
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory	
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):	

Reflection Questions for Indicator 6.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
To what extent do you have a systematic process in place for delegating authority to subordinates?	How might you increase the range and scope of tasks and responsibilities you delegate to key individuals or teams? In what areas do faculty and staff bring expertise that will improve the quality of decisions at your school?	Under what circumstances would you be willing to release increased decision-making authority to your staff and faculty? How might you use the function of delegation to empower staff and faculty at your school?	What factors prevent you from releasing responsibilities to staff?

Indicator 6.5 – Technology Integration: The leader employs effective technology integration to enhance decision making and efficiency throughout the school. The leader processes changes and captures opportunities available through social networking tools, accesses and processes

information through a variety of online resources, incorporates data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.

Narrative: Technology was a separate standard in the 2005 Florida Principal Leadership Standards (FPLS). By 2011 the state had made great strides toward accepting technology into the schools. In the 2011 FPLS, technology moved from a separate general “pro-technology” standard to focused applications of technology embedded in several standards. This indicator focuses on technology integration and the leader’s use of technology to improve decision-making processes in several priority areas.

Rating Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader mentors other school leaders on effective means of acquiring technology and integrating it into the decision-making process.</p> <p>The leader provides direct mentoring and coaching supports so that new staff and new sub-ordinate leaders are quickly engaged in effective use of technology supports needed to enhance decision-making quality.</p>	<p>Technology support for decision-making processes is provided for all of the staff involved in decision making on school instructional and faculty improvement efforts.</p> <p>Technology integration supports all of the following processes: decision-making prioritization, problem solving, decision evaluation and distributed leadership.</p> <p>Engages sub-ordinate leaders in developing strategies for coaching staff on integration of technology.</p>	<p>Technology support for decision-making processes is provided for some, but not all of the staff involved in decision making on school instructional and faculty improvement efforts.</p> <p>Technology integration supports some, but not all of the following processes: decision-making prioritization, problem solving, decision evaluation and distributed leadership.</p>	<p>There is no or only minimal evidence that decision-making prioritization, problem solving, decision evaluation or distributed leadership processes are supported by technology integration.</p> <p>Decision making is not supported by a well-understood system of procedures to identify problems and generate solutions.</p> <p>Technology integration does not support data exchanges, project management, and feedback processes.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> School improvement plan reflects technology integration as a support in improvement plans. Leader has a technology integration plan used to provide technology supports to the degree possible with available resources. School website provides stakeholders with information about and access to the leader. Technology tools are used to aid in data collection and analyses 		<ul style="list-style-type: none"> Sub-ordinate leaders integrate technology into their work functions and use technology to streamline the process. Data from faculty that supports decision making and monitoring impact of decisions are shared via technology. PowerPoint presentations, e-mails, and web pages of faculty members support involvement in decision making and dissemination of decisions made. Faculty use social network methods to involve students and 	

<ul style="list-style-type: none"> and distribution of data findings. • Evidence that shared decision -making and distributed leadership is supported by technology. • Technology used to enhance coaching and mentoring functions. • Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> parents in data collection that supports decision making and to inform stakeholders of decisions made. • Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p style="text-align: center;"> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory </p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> 	

Reflection Questions for Indicator 6.5

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>To what extent do you have a systematic process in place for integrating new technology so that faculty and students are keeping pace with the communications and thinking supports used in the emerging global economy?</p>	<p>How might you increase the range and scope of technology integration to support communications and information acquisition processes used by faculty and staff ?</p> <p>How might the technology improve the quality of decisions at your school?</p>	<p>Under what circumstances would you be willing to support increased use of technology to support efficiency in communication and decision-making processes?</p> <p>How might you use the function of delegation to empower staff and faculty at your school to make more proficient use of technology integration?</p>	<p>What factors prevent you from supporting technology integration?</p>

Proficiency Area 7. Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.

Narrative: This proficiency area aligns to Standard 7. Leaders are developed by other leaders. This is a process critical to an organization's capacity to improve over time and sustain quality processes. This proficiency area focuses on what leaders do to develop leadership in others.

Indicator 7.1 – Leadership Team: The leader identifies and cultivates potential and emerging leaders, promotes teacher-leadership functions focused on instructional proficiency and student learning, and aligns leadership development practices with system objectives, improvement planning, leadership proficiency needs, and appropriate instructional goals.

Narrative: The FPLS are based on a presumption that the school leader works with and through a team of other people to insure coordination and focus of school operations and improvements. Leadership teams get things done!

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The participants in the school's leadership team function independently with clear and efficient implementation of their role(s) and work in a collegial partnership with other leadership team participants to coordinate operations on student growth and faculty development.</p> <p>Leadership development processes employed by the school leader are shared with other school leaders as a model for developing quality leadership teams.</p> <p>The leader has specifically identified at least two emerging leaders in the past year, and has entered them into the ranks of leadership training or provided personal mentoring on site.</p> <p>Other school leaders cite this leader as a mentor in identifying and cultivating emergent leaders.</p>	<p>Those who are assigned or have accepted leadership functions have consistent support from the school leader in focusing their efforts on instructional improvement and faculty development.</p> <p>The leader has specifically identified and cultivated potential and emerging leaders for the major functions of the school.</p> <p>The leader has personally mentored at least one emerging leader to assume leadership responsibility in instructional leadership or at an administrative level, with positive results.</p>	<p>The leader has identified staff for leadership functions, follows district personnel guidelines for accepting applications for new leaders, but has not implemented any systemic process for identifying emergent leaders, or is inconsistent in application of such a process.</p> <p>The leader provides some training to some of the people assigned leadership functions, but does not involve staff other than those in the designated roles.</p>	<p>The leader does not recognize the need for leadership by other people. Staff with leadership titles (e.g., department heads, team leaders, deans, assistant principals) has little or no involvement in processes that build leadership capacities.</p> <p>Persons under the leader's direction are unable or unwilling to assume added responsibilities.</p> <p>There is no or only minimal evidence of effort to develop leadership potential in others.</p>
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples		Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or	

of such evidence may include, but are not limited to the following:	community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:
<ul style="list-style-type: none"> Organizational charts identify the leadership roles and team members. The leader has a system for identifying and mentoring potential leaders. The leader can cite examples in which s/he coached several emerging leaders to assume greater levels of responsibility within the organization. Minutes, e-mails, and memorandums reflecting exchanges among leadership team members are focused on school improvement goals, student growth, and faculty development. The leader's communications to faculty and stakeholders reflect recognition of the leadership team. Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> Teachers at the school can describe informal and formal opportunities to demonstrate and develop leadership competencies. Teachers at the school report that leadership development is supported and encouraged. Current leadership team members can describe training or mentoring they receive from the school leader regarding leadership. Teachers can describe processes that encourage them to be involved in school improvement and prepare for leadership roles. Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory </p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>	

Reflection Questions for Indicator 7.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>How do you provide guidance and mentorship to emerging leaders outside of your personal job description and leadership responsibilities?</p> <p>How would you describe the system you use to ensure that emerging leaders pursue job opportunities when they are available? How might you embed this preparation into their job duties, and what changes will you need to make to help build such leadership capacity at your school?</p>	<p>How have you designed the school improvement process to develop leadership capacity from existing faculty?</p> <p>What strategies and lessons might you impart to your direct reports to better prepare them for expanded leadership opportunities?</p>	<p>What process do you employ to encourage participation in leadership development?</p> <p>When do you release responsibility to your assistants to own key decisions? How do you leverage school improvement activities to build leadership capacity for assistants and emerging teacher leaders?</p>	<p>What process is available to you that help you screen and develop potential leaders?</p> <p>How might you spend time explicitly preparing your assistants to assume your role as principal? What steps would you take to spend more time in preparing your assistants to assume your role as principal?</p>

Narrative: Leadership teams engage other skilled people in the business of the school. However, involvement

Indicator 7.2 – Delegation: The leader establishes delegated areas of responsibility for sub-ordinate leaders and manages delegation and trust processes that enable such leaders to initiate projects or tasks, plan, implement, monitor, provide quality control, and bring projects and tasks to closure.

does not insure effective organizations. This indicator focuses on the distribution of responsibility and whether sub-ordinate leaders have been delegated all that is needed to succeed.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Staff throughout the organization is empowered in formal and informal ways.</p> <p>Faculty members participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified staff, exercise appropriate authority and assume leadership roles where appropriate.</p> <p>The climate of trust and delegation in this organization contributes directly to the identification and empowerment of the next generation of leadership.</p>	<p>There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the organization.</p> <p>The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and organizational business.</p>	<p>The leader sometimes delegates, but also maintains decision-making authority that could be delegated to others.</p> <p>Clarity of the scope of delegated authority is inconsistent from one delegation to another.</p> <p>Actions taken by those to who tasks are delegated are sometimes overruled without explanation.</p>	<p>The leader does not afford subordinates the opportunity or support to develop or to exercise independent judgment.</p> <p>If delegation has occurred there is a lack of clarity on what was to be accomplished or what resources were available to carry out delegated tasks.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • A Responsibility Matrix or chart of "who does what" provides evidence that the leader trust others within the school by identifying how leadership responsibilities are delegated to other faculty members on his or her staff. • The leader's processes keep people from performing redundant activities. • The leader has crafted "job descriptions" for sub-ordinate leaders' roles that clarify what they are to do and have the delegated authority to do. • Communications to delegated leaders provide predetermined decision-making responsibility. • Documents initiating projects and tasks identify personal responsibility for success at the beginning of the project. • Delegation and trust are evident in personnel evaluations. • Delegation and trust are evident in the school improvement plan 		<ul style="list-style-type: none"> • Teachers report that areas of delegated responsibility include authority to make decisions and take action within defined parameters. • Faculty and staff can cite examples of delegation where the leader supported the staff member's decision. • Faculty report that building leaders express high levels of confidence in their capacity to fulfill obligations relevant to the shared task of educating children. • Staff to whom responsibility has been delegated in turn delegates appropriate aspects of their tasks to other staff thus expanding engagement. • Other impact evidence of proficiency on this indicator. 	

Indicator 7.3 – Succession Planning: The leader plans for and implements succession management in key positions.

Narrative: When the leader is off campus – who is in charge? When the leader changes jobs or retires, who is prepared to take over? What about the school’s sub-ordinate leaders? Who takes over for them? Succession planning is building relationships and preparation processes for involving others in ways that prepare them to move into key positions as they become vacant.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
In addition to the practices at the effective level, the leader systematically evaluates the success of the succession program, making adjustments as needed and engaging sub-ordinate leaders in succession management processes in their own areas of responsibility. Central office personnel rely upon this leader to share highly successful succession planning practices with other leaders throughout the district.	The leader proficiently implements a plan for succession management in key positions that includes identification of key and hard-to-fill positions for which critical competencies have been identified. In conjunction with central office staff, the leader identifies and evaluates applicant pools, collects information on competency levels of employees in identified applicant pools and identifies competency gaps. Based on an analysis of these gaps, the leader develops and uses programs and strategies for smooth succession including temporary strategies for getting work done during vacancy periods.	Inasmuch as the leader understands the need to establish a plan for succession management, the plan remains simply that - a plan - as thoughts about the plan and its component parts have yet to be implemented. The leader primarily relies on central office staff to identify and evaluate applicant pools, the competency levels of employees in identified applicant pools, and the competency gaps. Little to no effort on the part of the leader is made to increase the competency level of the potential successor leaders within the faculty or such efforts are limited in scope.	The leader takes little or no actions to establish a plan for succession management. Staff are hired to fill vacancies in key positions that do not possess the critical instructional capabilities required of the school, which compromises the school's efforts to increase student academic achievement, and no processes to remedy the trend are taken.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> Documents generated by or at the direction of the leader establish a clear pattern of attention to individual professional development that addresses succession management priorities. The leader has processes to monitor potential staff departures. The leader accesses district applicant pools to review options as soon as district processes permit. Informal dialogues with faculty routinely explore their interests in expanded involvement and future leadership roles. Leader has documents or processes to inform potential leaders of the tasks and qualifications involved in moving into leadership roles. A succession management plan that identifies succession problems, key and hard-to-fill positions for which critical competencies have been identified, and key contacts within the school community. 		<ul style="list-style-type: none"> Select teachers can attest to having been identified into applicant pools for leadership in key and hard-to-fill positions that may develop in the future. Select teachers report that the principal has identified various competency levels needed for key or hard-to-fill leadership positions. Select teachers describe providing the leader feedback as to gaps in their personal competency for which the leader has developed professional learning experiences. Teachers can describe transparent processes for being considered for leadership positions within the school. Sub-ordinate leaders engage other faculty in competency building tasks that prepare them for future leadership roles. Other impact evidence of proficiency on this indicator. 	

<ul style="list-style-type: none"> Other leadership evidence of proficiency on this indicator. 	
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Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

☐ Highly Effective
 ☐ Effective
 ☐ Needs Improvement
 ☐ Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 7.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
In what ways might you further extend your reach within the district to help others throughout the district benefit from your knowledge and skill in succession management practices?	In what ways are you interacting with central office personnel to share highly effective succession planning practices with other leaders throughout the district?	What are the key components of within your succession management plan?	In what ways would a plan for succession management be helpful to you as you move to replace key and hard-to-fill positions at your school?
What have you prepared to assist your successor when the time comes?	What are some of your strategies you have employed that help your school get work done during vacancy periods?	What might be the one or two personal leadership practices to which you will pay particular attention as you implement your succession management plan?	

Narrative: This is a fundamentally important skill set. Leaders get quality work done through other people.

Indicator 7.4 – Relationships: The leader develops sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders.

The skill set of relationship building, including networking and engaging others in a shared vision, are hallmarks of quality leaders.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>While maintaining on-site work relationships with faculty and students as a priority, the leader finds ways to develop, support, and sustain key stakeholder relationships with parent organizations, community leaders, and businesses, and mentors other school leaders in quality relationship building.</p> <p>The leader has effective relationships throughout all stakeholder groups and models effective relationship building for other school leaders.</p>	<p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) networks with all key stakeholder groups (e.g., school leaders, parents, community members, higher education, and business leaders) in order to cultivate, support, and develop potential and emerging leaders.</p> <p>Leader has effective collegial relationships with most faculty and subordinates.</p>	<p>The leader is inconsistent in planning and taking action to network with stakeholder groups (e.g., school leaders, parents, community members, higher education, and business leaders) to support leadership development.</p> <p>Relationship skills are employed inconsistently.</p>	<p>The leader makes no attempt to or has difficulty working with a diverse group of people. Consequently, the leader does not network with individuals and groups in other organizations to build collaborative partnerships in support of leadership development.</p>
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none">• Documentation can be provided describing the leader's plan—with goals, measurable strategies, and a frequent-monthly-monitoring schedule—to develop sustainable and supportive relationships with key stakeholder groups in support of potential and emerging leaders.• Documentation can be provided as to the relationships with other building leaders the leader has established in support of potential and emerging leaders within the school.• Documentation can be provided as to the relationships with parents, community members, higher education, and business leaders the leader has established in support of potential and emerging leaders within the school.• Other leadership evidence of proficiency on this indicator.		<ul style="list-style-type: none">• Parents report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school.• Community members report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school.• Higher education members within the area report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school.• Business leaders within the area report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school.• Other impact evidence of proficiency on this indicator.	
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:			
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 7.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
In what ways might you further extend your reach within the district to help others throughout the district benefit from your knowledge and skill in establishing relationships among key stakeholder groups?	What strategies are you employing so you can share your experiences relative to establishing relationships with key stakeholders to support potential and emerging leaders?	In what ways are you working to establish networks with key stakeholder groups to cultivate and support potential and emerging leaders in your school?	How might your relationships with faculty and key stakeholder groups help to cultivate and support potential and emerging leaders in your school?

Proficiency Area 8. School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.

Narrative: This proficiency area aligns with Standard 8. A school is an “organization.” School leaders manage implementation of many rules, regulations, and policies. However, the “organization” is the people working together to provide learning to students. What leaders do to manage those people and the environment in which they work is the focus of this area.

Indicator 8.1 – Organizational Skills: The leader organizes time, tasks, and projects effectively with clear objectives, coherent plans, and establishes appropriate deadlines for self, faculty, and staff.

Narrative: Time, tasks, and projects all need organization to have the desired impact. This indicator focuses on the key aspects of organization essential to school success.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader uses project management as a teaching device, helping others understand the interrelationship of complex project milestones throughout the organization.</p> <p>The leader uses complex project management to build system thinking throughout the organization.</p> <p>Project plans are visible in heavily trafficked areas, so that accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.</p> <p>Successful project results can be documented.</p>	<p>Project management documents are revised and updated as milestones are achieved or deadlines are changed.</p> <p>The leader understands the impact of a change in a milestone or deadline on the entire project, and communicates those changes to the appropriate people in the organization.</p> <p>Task and project management and tracking of deadlines are routinely monitored with an emphasis of issues related to instruction and faculty development.</p>	<p>Project management methodologies are vague or it is unclear how proposed project management tools will work together in order to help keep tasks and projects on time and within budget.</p> <p>The impact of changes in an action plan or deadline is inconsistently documented and communicated to people within the organization.</p>	<p>There is little or no evidence of time, task or project management focused on goals, resources, timelines, and results.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	

<ul style="list-style-type: none"> Examples of projects that have been adjusted based on the input from a variety of sources. Examples of timely completion of learning environment improvement projects focused on issues like safety, efficiency, effectiveness, or legal compliance. Examples of multiple projects and timelines managed by the leader by strategically delegating time, resources, and responsibilities. School Improvement Plan implementation records reveal planning of tasks with clear stages of progress and timelines to measure progress. Leadership responsibility matrix or chart describes how management of tasks and projects are allocated and reflects monitoring tasks. School financial information showing meeting deadlines and procedures and processes for assessing the adequacy of fiscal resources budgeted to tasks. (Is there a way to recognize when funds will run short or if there will be an excess which can be repurposed?) Examples of "systems planning tools" (e.g., tree diagram, matrix diagram, flowchart, PERT Chart, Gant Chart) are used that display the chronological interdependence of the project events that unfold over time. Tasks and reports for parties outside the school are monitored for timely completion. Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> Reports that require teacher input are submitted on time and in compliance with expectations. Sub-ordinate leaders' records reveal specific levels of fiscal support to projects delegated to them and processes for tracking the expenses are implemented. Random sampling (informal interviews) with teachers reveals consistent capacity of staff to describe ongoing projects and tasks. Random sampling (informal interviews) with teachers reveals consistent capacity of staff to describe how school leadership monitors work in progress and due dates. Minutes, agendas, records and/or anecdotal information from teachers reveal the preponderance of teacher meetings have clear objectives or purposes focused on system instructional goal, professional learning, or improvement planning. School-wide teacher questionnaire results related to school management issues reflect awareness of a positive impact of organization on school operations. Teachers are aware of time and task management processes and contribute data to them. Other impact evidence of proficiency on this indicator.
<p>Scale Levels: <i>(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i></p> <p style="text-align: center;"> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory </p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> 	

Reflection Questions for Indicator 8.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>How much of your work on organization of time and projects is reactive to establish conformity with deadlines and short term situations and how much is proactive focused on creating capacity for continuous improvement.?</p> <p>Are you able to identify and articulate to others the systemic connections between the various projects and tasks you manage?</p>	<p>To what extent are tasks and major tasks delineated in your overall project design? What might you do to emphasize the most important components over minor tasks?</p> <p>How do you distinguish between the support needed for high priority projects and tasks that impact student achievement or faculty development and compliance with projects that have fixed due dates for parties outside the building?</p>	<p>How do you ensure unanticipated changes do not derail or prevent completion of key projects at your school?</p> <p>How do you monitor whether work needed to meet deadlines is proceeding at a necessary pace?</p>	<p>What changes in your practice are needed to ensure necessary projects are identified, realistically designed, carefully implemented, and supported with sufficient time and resources?</p> <p>How do you distribute workloads so the appropriate people are involved and with sufficient clarity on goals and timeframes to get work done?</p>

Indicator 8.2 – Strategic Instructional Resourcing: The leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.

Narrative: Resources are always limited. How well a leader does at putting resources where they are needed and when they are needed to support instructional goals is the focus here. Do teachers and students get what they need when they need it?

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader regularly saves resources of time and money for the organization, and proactively redeploys those resources to help the organization achieve its strategic priorities. Results indicate the positive impact of redeployed resources in achieving strategic priorities.</p> <p>The leader has established processes to leverage existing limited funds and increase capacity through grants, donations, and community resourcefulness.</p>	<p>The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.</p> <p>The leader has a documented history of managing complex projects, meeting deadlines, and keeping budget commitments.</p> <p>The leader documents a process to direct funds to increase student achievement that is based on best practice and leveraging of antecedents of excellence in resources, time, and instructional strategies.</p>	<p>The leader sometimes meets deadlines, but only at the expense of breaking the budget; or, the leader meets budgets, but fails to meet deadlines.</p> <p>The leader lacks proficiency in using the budget to focus resources on school improvement priorities.</p> <p>Resources are not committed or used until late in the year or are carried over to another year due to lack of planning and coordination.</p> <p>The leader makes minimal attempts to secure added resources.</p>	<p>The leader has no clear plan for focusing resources on instructional priorities and little or no record of keeping commitments for schedules and budgets.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> School financial information shows alignment of spending with instructional needs. Documents are provided to faculty that indicate clear protocols for accessing school resources. School Improvement Plan and spending plans are aligned. Leader's documents reveal recurring involvement in aligning time, facility use, and human resources with priority school 		<ul style="list-style-type: none"> School-wide teacher questionnaire results reveal satisfaction with resources provided for instructional and faculty development. Staff receipt books, activity agreements, and fundraiser requests reflect priority attention to instructional needs. Teachers can describe the process for accessing and spending money in support of instructional priorities. 	

needs. • Schedules and calendars for use of the facility reflect attention to instructional priorities. • Other leadership evidence of proficiency on this indicator.	• Teachers can provide examples of resource problems being taken on by school leadership as a priority issue to be resolved. • Other impact evidence of proficiency on this indicator.
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Scale Levels: (choose one) *Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:*

☐ **Highly Effective**
☐ **Effective**
☐ **Needs Improvement**
☐ **Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 8.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How would you describe the systematic method for pursuing grants, partnerships, and combining community resources you have implemented to support increases to student achievement?	To what extent are faculty and staff aware of your budgeting expectations? How are your budgeting expectations delineated, published, and communicated?	Have there been instances in which you failed to meet deadlines or where expenditures resulted in budget overruns? What did you learn from that experience and how did you apply lessons from it?	When resources are limited, what actions do you take as the school leader to allocate them most efficiently?

Narrative: Team learning is an essential element in a learning organization. Does the leader provide needed

Indicator 8.3 – Collegial Learning Resources: The leader manages schedules, delegates, and allocates resources to provide recurring systemic support for collegial learning processes focused on school improvement and faculty development.

supports to collegial learning? Are barriers to success removed? Everyone working in isolation reduces the probability of improvements. Collegial processes need resource support. This indicator assesses the leader's proficiency at providing that support.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize the impact of available dollars on collegial processes and faculty development.</p> <p>Results indicate the positive impact of deployed resources in achieving a culture of deliberate practice focused on school improvement needs.</p> <p>The leader has established processes to support collegial processes and faculty development through grants, business or higher education partnerships, and/or community resourcefulness.</p>	<p>The leader has established routines regarding allocation of time and facility resources that result in wide faculty participation in collegial processes and faculty development.</p> <p>School fiscal resources are allocated to support collegial processes and faculty development.</p> <p>Clear delegations of responsibility are evident that involve highly effective faculty in sustaining collegial processes and faculty development.</p>	<p>The leader lacks proficiency in using budget, work schedules, and/ or delegation of involvement to focus time and resources on collegial processes and faculty development.</p> <p>There is a lack of sustained and focused resource allocation on these issues.</p>	<p>The leader has little or no record of making plans or keeping commitments to provide resources or build schedules of events that support collegial processes and faculty development.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> School financial information identifies resources employed in support of collegial learning. Procedures for collegial groups to reserve rooms for meetings are provided to all faculty. Protocol for accessing school resources to support collegial learning needs. School Improvement Plan reflects role(s) of collegial learning teams. Leader's memorandums, e-mails, and other documents reflect support for team learning processes both on-campus and via digital participation on communities of practice. 		<ul style="list-style-type: none"> Teachers routinely recount examples of collegial work, team learning or problem solving focused on student achievement. Lesson study groups, PLC's, and other forms of collegial learning teams are operational. School-wide teacher questionnaire results reflect teacher participation in collegial learning groups. Teachers' professional learning plans incorporate participation in collegial learning. Department, team, or grade level meetings devote a majority of their time to collegial learning processes. Other impact evidence of proficiency on this indicator. 	

<ul style="list-style-type: none"> Master schedules are modified to promote collegial use through common planning times. Other leadership evidence of proficiency on this indicator. 	
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory </p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>	

Reflection Questions for Indicator 8.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How would you describe the systematic method for pursuing grants, partnerships, and combining community resources you have implemented to support increases in the quality of collegial processes?	<p>To what extent are faculty and staff aware of your focus on collegial processes?</p> <p>How are faculty given opportunities to request or recommend time or resource allocations that support collegial processes and faculty development?</p>	<p>Have there been instances in which you failed to act on opportunities to support collegial processes or faculty development?</p> <p>What did you learn from that experience and how did you apply lessons from it?</p>	When resources are limited, what actions do you take as the school leader to reallocate them to the high impact functions like collegial processes and faculty development?

Proficiency Area 9. Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by:

- **Practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community;**
- **Managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; and**
- **Recognizing individuals for good work; and maintaining high visibility at school and in the community.**

Narrative: The “voice of the school” represents a core set of communication processes that shape perceptions about the school – the leader’s communications central among them. The leader must manage the “voice of the school” so clear, coherent and accurate information flows to faculty, students, and stakeholders. The perceptions of those involved in the success of the school need to be heard, acknowledged, and understood.

Indicator 9.1 – Constructive Conversations: The leader actively listens to and learns from students, staff, parents, and community stakeholders and creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important issues.

Narrative: Skillful “speaking” is important. So is skillful listening. People can engage in conversation on many things, but some things are more important to school improvement than others. Making sure speaking and listening occurs on the important issues is a leader’s task.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>In addition to the practices at the effective level, the highly effective leader routinely mentors others within the district to effectively employ key active listening skills (e.g. wait time, paraphrasing, asking clarifying questions) when interacting with diverse stakeholder groups about high achievement for all students.</p> <p>There is evidence of the leader making use of what was learned in constructive conversations with others in the leader's subsequent actions, presentations, and</p>	<p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) and reciprocally listens to and communicates with students, parents, staff, and community using multiple methods (i.e., oral, written, and electronic) to seek input/ feedback and to inform instructional and leadership practices.</p> <p>The leader systematically communicates with diverse stakeholders about high achievement for all students.</p>	<p>The leader's involvement in regard to listening to and communicating with students, parents, staff, and community is primarily unplanned and/or initiated by others rather than the leader “reaching out.”</p> <p>The leader has only a few methods to seek input/feedback with the intent to inform instructional and leadership practices.</p> <p>The leader's communications with stakeholders about high achievement for all students are not carefully</p>	<p>The leader's visibility within the community is virtually non-existent; conducts little to no interactions with stakeholders regarding the work of the school.</p> <p>The leader is isolated from students, parents, staff, and community and engages in no or minimal listening to and communicating with them to seek input/feedback and inform instructional and leadership practices.</p> <p>The leader avoids engaging faculty and/or stakeholders in conversations</p>

adjustments to actions.		planned and implemented.	on controversial issues that need to be addressed in the interest of school improvement.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> • Samples of communication methods used by the leader. • A School Improvement Plan that demonstrates knowledge of the specific school community and the impact of community factors on learning needs of students and faculty. • A school-wide plan to engage families and community in understanding student needs and participating in school improvement efforts. • Evidence of opportunities for families to provide feedback about students' educational experiences. • Logs of community interaction (e.g., number of volunteers, community members in the school, telephone conversations and community presence at school activities). • Leader writes articles for school or community newspapers. • Leader makes presentations at PTSA or community organizations. • Leader hosts informal "conversations" with faculty, parents, and/or business leaders to share perceptions about the school and pertinent educational issues. • The leader can identify influential "opinion leaders" in the school community and has processes for engaging them in school improvement efforts. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • Students confirm that the leader is a good listener and effectively uses a wide variety of methods of communication to describe expectations and seek input/feedback. • Faculty members confirm that the leader is a good listener and effectively uses a wide variety of methods of communication to describe expectations and seek input/feedback. • Parents and community members confirm that the leader is a good listener and effectively uses a wide variety of methods of communication to describe expectations and seek input/feedback. • Local newspaper articles report involvement of school leader and faculty in school improvement actions. • Letters and e-mails from stakeholders reflect exchanges on important issues. • Other impact evidence of proficiency on this indicator. 	
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:			
<div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory </div>			
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):			

Reflection Questions for Indicator 9.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How might you further expand your influence over your colleagues within the district relative to the implementation of effective listening and communication techniques?	What support might you provide your colleagues within the school that would help them become as capable in the area of listening and communicating as you?	How would you describe your efforts to implement a plan to communicate with various stakeholders within your school community? What might be some of the things you are taking away from this experience that will influence your communication practice in the future?	How might listening with the intent to learn from students, staff, parents, and community stakeholders be beneficial to the successful operation of the school?

Indicator 9.2 – Clear Goals and Expectations: The leader communicates goals and expectations clearly and concisely using Florida’s common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receives timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.

Narrative: Proficiency in the competencies addressed in this indicator impacts success on many other indicators. The most successful school leaders are able to provide clear goals and expectations on every aspect of school operations and instructional leadership. You need to do the “school leader’s two step.” Having clear goals and expectations is step one, communicating them so others can act on them is step two.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact
<p>Clear evidence communication on goals and expectations is present, including open forums, focus groups, surveys, personal visits, and use of available technology.</p> <p>Ensures that all community stakeholders and educators are aware of the school goals for instruction, student achievement, and strategies and progress toward meeting these goals.</p> <p>The leader coaches others within the district to effectively employ the Florida common language of instruction in communicating school goals and expectations.</p>	<p>The leader conducts frequent interactions with students, faculty, and stakeholders to communicate and enforce clear expectations, structures, and fair rules and procedures.</p> <p>Utilizes a system of open communication that provides for the timely, responsible sharing of information with the school community using a variety of formats in multiple ways through different media in order to ensure communication with all members of the school community.</p> <p>Is proficient in use of the Florida common language of instruction to align school goals with district and state initiatives.</p>	<p>Expectations and goals are provided and communicated in a timely, comprehensible and actionable form regarding some student and faculty performance issues.</p> <p>Designs a system of open communication that provides for the timely, responsible sharing of information to, from, and with the school community on goals and expectations, but it is inconsistently implemented.</p> <p>Has a limited capacity to employ Florida's common language of instruction in aligning school goals and expectations with district and state initiatives.</p>	<p>Expectations and goals regarding student and faculty performance are not provided or are not communicated in a timely, comprehensible and actionable form.</p> <p>The leader's actions demonstrate a lack of understanding of the importance of establishing clear expectations, structures, rules, and procedures for students and staff.</p> <p>Uses terms in the Florida common language of instruction incorrectly thus misleading others.</p>
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none">Evidence of visibility and accessibility (e.g., agendas of meetings, newsletters, e-mail correspondence, appointment book, etc.) is provided.Evidence of formal and informal systems of communication that include a variety of formats (e.g., written, oral) in multiple ways through different media (e.g., newsletter, electronic) used to communicate goals and expectations for how to accomplish the goals.School safety and behavioral expectations are accessible to all.Dissemination of clear norms and ground rules for standards-based instruction and Multi-tiered System of Supports (MTSS) is provided.<ul style="list-style-type: none">School Improvement Plan is based on clear actionable goals.Leader is able to access Florida's common language of instruction via online resources.Other leadership evidence of proficiency on this indicator.		<ul style="list-style-type: none">Faculty routinely access www.floridastandards.org to align course content with state standards.Staff survey results reflect awareness and understanding of priority goals and expectations.Parent survey results reflect understanding of the priority academic improvement goals of the school.Parents' communications to the school reflect understanding of the goals and expectations that apply to their children.PTSA/Booster club operations and participation addresses support for school academic goals.<ul style="list-style-type: none">Student survey results reflect understanding of goals and expectations that apply to the students.Sub-ordinate leaders use Florida's common language of instruction.Other impact evidence of proficiency on this indicator.	
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:			
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 9.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>What additional strategies have you established to diffuse your practices on goals and expectations among your colleagues across the school system?</p> <p>How does feedback from key stakeholder groups inform the work of the school?</p>	<p>How might you articulate to faculty the benefits that could be gained by the school if parents and community members understood the rationale for most decisions on goals and expectations?</p>	<p>How might you improve your consistency of interactions with stakeholders regarding the work of the school?</p> <p>Knowing that some teachers and parents are reluctant to initiate conversations with school leaders, what strategies have you employed or considered in which you—as the leader—would initiate communication on priority goals and expectations?</p>	<p>What are your priority goals for school improvement?</p> <p>How do you know whether others find them clear and comprehensible?</p>

Indicator 9.3 – Accessibility: Maintains high visibility at school and in the community, regularly engages stakeholders in the work of the school, and utilizes appropriate technologies for communication and collaboration.

Narrative: Leaders need to be seen by those they are to lead...and those who are asked to engage in rigorous effort on the leader's goals need access to the leader. While leaders must manage their time, they must also make sure those who need access can get it in reasonable ways and timeframes. In a 21st century technological society use of social networking and other technologies to promote accessibility is a valuable leadership competency.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>In addition to the practices at the effective level, the leader initiates processes that promote subordinate leaders access to all through a variety of methods stressing the need for engagement with stakeholder groups.</p> <p>The leader serves as the "voice of the school" reaching out to stakeholders and advocating for school needs.</p> <p>The leader mentors other school leaders on quality processes for accessibility, engaging stakeholders, and using technologies to expand impact.</p>	<p>Leader provides timely access to all through a variety of methods using staff and scheduling practices to preserve time on instructional priorities while providing processes to enable access for parents and community.</p> <p>Leader is consistently visible within the school and community focusing attention and involvement on school improvement and recognition of success.</p> <p>Stakeholders have access via technology tools (e.g., e-mails, phone texts, video conferencing, websites) so that access is provided in ways that do not minimize the leader's time for instructional leadership and faculty development.</p>	<p>Leader's actions to be visible and accessible are inconsistent or limited in scope.</p> <p>Limited use of technology to expand access and involvement.</p> <p>Leadership is focused within the school with minimal outreach to stakeholders.</p>	<p>Leader is not accessible to staff, student, or stakeholders and does not engage stakeholders in the work of the school.</p> <p>Leader has low visibility to students, staff, and community.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Leader's work schedule reflects equivalent of two work days a week in classrooms and interacting with students and teachers on instructional issues. • Meeting schedules reflect frequency of access by various stakeholders. • Executive business partnerships engaging local business 		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> • School office staff have effective procedures for routing parents and stakeholders to appropriate parties for assistance and informing the leader when direct involvement of the leader is necessary. • Sub-ordinate leaders' involvement in community events where school issues may be addressed. 	

Indicator 9.4 – Recognitions: The leader recognizes individuals, collegial work groups, and supporting organizations for effective performance.

Narrative: Leading is about enabling others to succeed. Recognition of the successes and contributions of others is a key leadership function. Recognition from the leader is motivating and focusing. The recognition needed is more than “good job.” It identifies what people did to generate the success being recognized. Recognizing the way in which people succeed encourages them to continue those practices and informs others “by what methods” they may do the same.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>In addition to meeting effective level criteria, the leader utilizes recognition reward, and advancement as a way to promote the accomplishments of the school.</p> <p>Shares the methods that lead to success with other leaders.</p> <p>Engages community groups in supporting and recognizing rigorous efforts to overcome past failures.</p>	<p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) recognizes individuals for praise, and where appropriate rewards and promotes based on established criteria.</p> <p>Recognizes individual and collective contributions toward attainment of strategic goals by focusing on what was done to generate the success being celebrated.</p>	<p>The leader uses established criteria for performance as the primary basis for recognition, and reward, but is inconsistent or untimely in doing so, with some people deserving of recognition not receiving it.</p>	<p>The leader does not celebrate accomplishments of the school and staff, or has minimal participation in such recognitions.</p>
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none">• Faculty meeting agendas routinely include recognitions of progress and success on goals.• Rigorous effort and progress points of collegial work groups are recognized and the methods they employed shared.• Samples of recognition criteria and reward structures are utilized.• Documents (e.g. written correspondence, awards, agendas, minutes, etc.) supporting the recognition of individuals are based on established criteria.• Communications to community groups are arranged recognizing student, faculty, and school accomplishments.• Other leadership evidence of proficiency on this indicator.		<ul style="list-style-type: none">• Teachers attest to the leader's recognition of them as individuals and as team members.• Teachers describe feedback from the leader that acknowledges specific instructional strengths or improvements.• Teachers report that the leader uses a combination of methods to promote the accomplishments of the school.• Students report both formal and informal acknowledgements of their growth.• Bulletin boards or other media display evidence of student growth.• Other impact evidence of proficiency on this indicator.	
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a			

proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

☐ Highly Effective

☐ Effective

☐ Needs Improvement

☐ Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 9.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What might be some of the potential benefits that would come from you sharing your talents in this area with your colleagues in the district?	<p>In what ways are you utilizing the recognition of failure as an opportunity to improve?</p> <p>How do you enable those that make progress to share "by what method" they did so?</p>	<p>How might you compare your beliefs about the importance of providing individual and collective praise to your actual practice?</p> <p>What do you want to be most aware of as you make future plans in this area?</p>	As you assess the importance of acknowledging failures and celebrating accomplishments, what assumptions are guiding you?

Domain 4 - Professional and Ethical Behavior

Narrative: This domain is focused on the professional integrity and dedication to excellence of the school leader. The indicators in this domain focus on behaviors essential to success as a school leader.

Proficiency Area 10 – Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to system-wide strategic objectives.

Narrative: There are two broad proficiency areas that are the focus of evaluation of behavior and ethics. One is approached as Proficiency Area 10 of the FSLA which is focused on Florida Principal Leadership Standard #10 (FPLS). The indicators in proficiency area 10 address resiliency, professional learning, commitment, and conduct. The other major professional behavior area, Deliberate Practice, is a separate metric, scored separately and, when combined with the overall FLSA score, generates the Leadership Practice Score.

Indicator 10.1 – Resiliency: The leader demonstrates resiliency in pursuit of student learning and faculty development by:

- staying focused on the school vision,
- reacting constructively to adversity and barriers to success,
- acknowledging and learning from errors,
- constructively managing disagreement and dissent with leadership,
- bringing together people and resources with the common belief that the organization can grow stronger when it applies knowledge, skills, and
- productive attitudes in the face of adversity.

Narrative: The lead indicator in this FSLA domain is focused on resiliency. Leadership takes strength of character and a capacity to “weather the storm(s)” to get quality results. It includes learning from mistakes and sticking with it until you get it right.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader builds resilience in colleagues and throughout the organization by habitually highlighting and praising "good mistakes" where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future.</p> <p>The leader encourages constructive dissent in which multiple voices are encouraged and heard; the final decision is made better and more broadly supported as a result.</p> <p>The leader is able to bounce back quickly from adversity while remaining focused on the vision of the organization.</p> <p>The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons.</p> <p>The influence of previous evaluations has a positive impact not only on the leader, but on the entire organization.</p>	<p>The leader readily acknowledges personal and organizational failures and offers clear suggestions for personal learning.</p> <p>The leader uses dissent to inform final decisions, improve the quality of decision-making, and broaden support for his or her final decision.</p> <p>The leader admits failures quickly, honestly, and openly with direct supervisor and immediate colleagues.</p> <p>Non-defensive attitude exists in accepting feedback and discussing errors and failures.</p> <p>There is evidence of learning from past errors. Defined structures and processes are in place for eliciting input.</p> <p>Improvement needs noted in the leader's previous evaluations are explicitly reflected in projects, tasks, and priorities.</p>	<p>The leader is able to accept evidence of personal and organizational failures or mistakes when offered by others, but does not initiate or support the evidence gathering.</p> <p>Some evidence of learning from mistakes is present.</p> <p>The leader tolerates dissent, but there is very little of it in public.</p> <p>The leader sometimes implements unpopular policies unenthusiastically or in a perfunctory manner.</p> <p>The leader tolerates dissent, but there are minimal to no systemic processes to enable revision of levels of engagement, mental models, and/or misconceptions.</p> <p>The leader is aware of improvement needs noted in previous evaluations, but has not translated them into an action plan.</p>	<p>The leader is unwilling to acknowledge errors.</p> <p>When confronted with evidence of mistakes, the leader is defensive and resistant to learning from mistakes.</p> <p>The leader ignores or subverts policy decisions or initiatives focused on student learning or faculty development that are unpopular or difficult.</p> <p>Dissent or dialogue about the need for improvements is absent due to a climate of fear and intimidation and/or apathy.</p> <p>No evidence or reference to previous leadership evaluations is present in the leader's choices of tasks and priorities.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students, and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons. The leader builds resilience in colleagues and throughout the organization by habitually highlighting and praising "good mistakes" where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future. The leader demonstrates willingness to question district authority and policy leaders appropriately with evidence and constructive criticism, but once a district decision is made, fully supports, and professionally implements organizational policy and leadership decisions. The leader recognizes and rewards thoughtful dissent. The leader's previous evaluations are explicitly reflected in projects, tasks, and priorities. The leader offers evidence of learning from dissenting views Improvement plans reflect changes in leadership practices. (either from one year to the next or amending of current plans based on new insights). The leader accepts and implements leadership and policy with fidelity 		<ul style="list-style-type: none"> Faculty, staff, parents, and community members express perceptions that their concerns and dissent receive fair consideration and are welcome input from the leader even when they disagree with policies or practices being implemented. Faculty or students share anecdotes of practices/policies they previously challenged or resisted but, due to principal's resilience, they have changed ways of working without acting in dysfunctional or harmful ways to others within the organization. The principal's resilience in pursuit of school improvements has generated a school climate where faculty and staff feel comfortable voicing concerns and disagreements and perceive that their concerns are treated as a basis for deepening understanding. Previously resisted policies and practices are now perceived by faculty or students as appropriate and are being implemented with fidelity. Results of staff, student, or community questionnaire regarding the leader's vision and impact on school improvement efforts. Changes advocated by the leader and implemented despite resistance have had a positive impact on student growth. Faculty and staff describe the school leader as unwavering in 	

<p>and district and state initiatives are represented by the leader in a thorough way citing the student data, research base, and performance goals relevant to these initiatives.</p> <ul style="list-style-type: none"> Other leadership evidence of proficiency on this indicator. 	<p>commitment to raising student achievement.</p> <ul style="list-style-type: none"> Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) <i>Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i></p> <p style="text-align: center;"> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory </p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>	

Reflection Questions for Indicator 10.1

Highly effective	Effective	Needs Improvement	Unsatisfactory
<p>What additional insights are you gaining about the challenges of reconciling points of view disagreements and fully supporting and executing organizational policy and leadership decisions?</p> <p>What additional insights have you gained about the value of supporting processes that enable faculty to reflect on and modify their own mental models based on evidence rather than assumptions?</p>	<p>How might you reconcile your opinions with final decisions in supporting and implementing organizational policy and leadership decisions?</p> <p>How can you help your staff grow to acknowledge and implement systems for gaining multiple perspectives in decision- making?</p>	<p>When or how is it appropriate to challenge policy and leadership decisions, if at all?</p> <p>What leadership practices, structures, and processes could you put in place that would help staff know that dissent is welcomed as part of an informed decision-making process?</p>	<p>How do you deal with decisions with which you are uncomfortable? Do you think about the impact when unpopular or difficult policy decisions are undermined, ignored, or executed with public disagreement or lack of enthusiasm from yourself or your staff?</p> <p>What needs to be done to establish enough trust that faculty and staff feel free to present opposing views with you in an open, sharing way?</p>

Indicator 10.2 – Professional Learning: The leader engages in professional learning that improves professional practice in alignment with the needs of the school and system and demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

Narrative: Professional learning is addressed in several FSLA indicators, each from a different perspective. Indicator 4.5 is focused on what the leader does to engage faculty in meaningful professional learning (which includes being involved in what the faculty is learning). Indicator 4.4 focuses on professional learning needed to implement priority initiatives. Indicator 4.6 addresses alignment of faculty professional learning with improvement of instruction. The Deliberate Practice metric concentrates on a very few issues where the leader drives for deep learning and personal mastery of a few “thin slices.” Indicator 10.2 is focused on the impact of the leader’s professional learning – does the leader’s learning result in improved performance?

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Performance improvements linked to professional learning are shared with other leaders thus expanding impact.</p> <p>The leader approaches every professional learning opportunity with a view toward multidimensional impact.</p> <p>Knowledge and skills are shared throughout the organization and with other departments, schools, and districts.</p> <p>Rather than merely adopting the tools of external professional learning, this leader creates specific adaptations so that learning tools become part of the culture of the organization and are “home-grown” rather than externally generated.</p> <p>The leader provides evidence of leverage, applying each learning opportunity throughout the organization. This leader creates forms, checklists, self-assessments, and other tools so that concepts learned in professional development are applied in the daily lives of</p>	<p>The leader routinely shows improvement in areas where professional learning was implemented.</p> <p>The leader engages in professional learning that is directly linked to organizational needs.</p> <p>The priority is given to building on personal leadership strengths.</p> <p>The leader personally attends and actively participates in the professional learning that is required of other leaders in the organization.</p> <p>The leader personally attends and actively participates in the professional learning required of teachers.</p> <p>There is clear evidence of the actual application of personal learning in the organization. Where learning has not been applied within the organization, this leader rigorously analyzes the cause for this and does not continue investing time and money in professional learning</p>	<p>The leader demonstrates some growth in some areas based on professional learning.</p> <p>The leader actively participates in professional learning, but it is reflective of a personal agenda rather than addressing the strategic needs of the organization.</p> <p>The leader attends professional learning for colleagues, but does not fully engage in it and set an example of active participation.</p> <p>The leader has given intellectual assent to some important learning experiences, but can give only a few specific examples of application to the organization.</p>	<p>There is no or only minimal impact of professional learning on the leader's performance.</p> <p>The leader might introduce a professional learning program, but does not participate in the learning activities along with the staff.</p> <p>The leader is not strategic in planning a personal professional learning focus aligned with the school or district goals.</p> <p>Even on those rare occasions when the leader engages in professional learning, the purpose appears to be merely collecting information rather than reflecting on it and applying it to the organization. Professional learning is an expense, not an investment in constructive improvements.</p>

teachers and leaders throughout the organization.	programs that lack clear evidence of success when applied in the organization.		
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students, and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> The leader is an active participant in professional learning provided for faculty. The leader's professional growth plan includes professional learning topics that are directly linked to the needs of the school or district. Evidence the leader has applied lessons learned from the research to enhance personal leadership practices. Case studies of action research shared with subordinates and/or colleagues. Forms, checklists, self-assessments, and other learning tools the leader has created that help the leader apply concepts learned in professional development. Membership and participation in professional learning provided by professional organizations. The leader shares professional learning with other school leaders. Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> Teachers' anecdotal evidence of the leader's support for and participation in professional learning. The frequency with which faculty members are engaged in professional learning with the school leader. Changes in student growth data, discipline data, etc., after the leader's professional development. Teachers can articulate professional learning shared by the leader after the leader's professional learning was implemented. Other impact evidence of proficiency on this indicator. 	
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:			
<div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory </div>			
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):			

Reflection Questions for Indicator 10.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What has been most effective in creating a focus on professional learning? How might you lead this effort across the district? How have you synthesized new professional learning into	To what degree do you explicitly identify the focus areas for professional development in faculty and grade level/department meetings? How will you determine whether	How are you investing your professional learning and applying it to your school on daily basis? How do you apply this learning in multiple leadership venues?	What steps can you take to participate in professional learning focused on school and district goals with your staff? What steps can you take to begin to apply professional

existing learning for more sophisticated application? How have you applied this learning to support and encourage the growth of other leaders? How will you leverage your professional learning throughout the school, district, and beyond?	<p>application of your own professional learning is impacting student achievement and the school as a whole?</p> <p>How are you adjusting application when clear evidence of success is not apparent?</p>		learning to your daily work?
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Indicator 10.3 – Commitment: The leader demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community.

Narrative: Leaders are committed to carrying out the role of school leader in ways that benefit others: Students – faculty – community. Barriers to having that impact are not seen as reasons to give up but as problems to be solved.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The messaging and support systems of the effective principal are expanded to engage parents and the community at large in participating in actions that promote student success and mitigate or eliminate multiple barriers to success. The principal's actions on behalf of students form a foundation of mutual respect between students, faculty and the community.	There are programs and processes within the school that focus all students on the importance of success in school and multiple tiers of support to assist them in overcoming barriers to success. Positive slogans and exhortations to succeed are supported with specific and realistic guidance and supports on how to succeed and overcome barriers. The schools vision of success for all students is shared with the community at large.	The leader demonstrates professional concern for students and for the development of the student's potential but implementation of processes to identify barriers to student success have limited scope and have resulted in actions to mitigate those barriers and provide supports for success only for some students. There are gaps in processes that engage all faculty in understanding the student population and the community in which they live. Some student sub-groups do not perceive the school as focused on their best interests.	Other than slogans and exhortations to do better, there is minimal or no evidence of principal leadership being employed to implement the FEAPs and FPLS for the benefit of students in the school, and the leader is not perceived by staff, students, or community as a sincere and effective advocate for the students.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> Agenda, memorandum, and other documents show a recurring emphasis on student success with specific efforts to remove barriers to success. Agenda, memorandum, and other documents show a recurring emphasis on deepening faculty understanding of the students and the community in which they live. The leader can describe the challenges present in the students' lives and provide specific examples of efforts undertaken to support student success. Barriers to student achievement or faculty development are identified in the SIP, and strategies are implemented to address them. Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> Student results show growth in all sub-groups. Faculty members' anecdotal evidence describes a leader focused on and committed to student success. Parent and community involvement in student supports are plentiful and address the needs of a wide range of students. Student work is commonly displayed throughout the community. News reports in local media draw attention to positive actions of students and school. Other impact evidence of proficiency on this indicator. 	

Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

☐ Highly Effective

☐ Effective

☐ Needs Improvement

☐ Unsatisfactory

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 10.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What actions are needed to sustain the role of the school in generating a community wide effort to insure students succeed?	What outreach can you initiate to expand the involvement of parents and community leaders in supporting student success and deepening understanding of the barriers and actions that mitigate them?	Have you presented an effective challenge to perceptions that student apathy or lack of parent involvement are acceptable explanations for lack of success by some students or sub-groups?	Do you know enough about the students and the community in which they live to recognize the barriers that prevent success by all of the students?

Indicator 10.4 – Professional Conduct. The leader Adheres to the Code of Ethics (Rules 6B-1.001) of the Education Profession in Florida and to the Principles of Professional Conduct for the education profession (Rules 6B-1.006, F.A.C.).

Narrative: State Board Rules define specific expectations for the conduct and ethical behaviors for Florida educators.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>There is clear, convincing, and consistent evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida, and inspires others within the organization to abide by that same behavior.</p> <p>The leader clearly demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community, as a result the leader achieves and sustains the highest degree of ethical conduct and serves as a model for others within the district.</p>	<p>There is clear evidence that the leader values the worth and dignity of all people, the pursuit of truth, devotion to excellence (i.e., sets high expectations and goals for all learners, then tries in every way possible to help students reach them) acquisition of knowledge, and the nurture of democratic citizenship.</p> <p>The leader's primary professional concern is for the student and for the development of the student's potential. Therefore, the leader acquires the knowledge and skills to exercise the best professional judgment and integrity.</p> <p>The leader demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community. As a result the leader adheres to the prescribed ethical conduct.</p>	<p>The leader's behaviors enable recurring misunderstanding and misperceptions about the leader's conduct and ethics as expressed in the Code and Principles.</p> <p>There are segments of the school community whose developmental needs are not addressed and leadership efforts to understand and address those needs is not evident.</p> <p>The leader has only a general recollection of issues addressed in the Code and Principles and there is limited evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida.</p>	<p>The leader's patterns of behavior are inconsistent with the Code of Ethics, Rule 6B-1.001, or disciplinary action has been initiated based on violation of the Principles of Professional Conduct, Rule 6B-1.006.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> Samples of written feedback from teachers regarding the leader's judgment and/or integrity on issues related to the learning environment, instructional improvement or school organization. 		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> Teacher, student, parent anecdotal evidence reflecting respect for the principal's ethics and conduct. Recognition by community and parent organizations of the principal's impact as a role model for student and adults in the 	

Reflection Questions for Indicator 10.4

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EVALUTION FORM: ANNUAL PERFORMANCE LEVEL

This form is used to calculate a Summative Performance Level

Name: _____

School: _____

School Year: _____

Evaluator: _____

District: _____

Evaluator's Title: _____

Date Completed: _____

Examine all sources of evidence for each of the four domains, using the results from the FSLA process as it applies to the school leader's performance. Incorporate the Deliberate Practice Score. Refer to the Scoring Guide to rate FSLA and Deliberate Practice... Assign an overall evaluation of the school leader's performance, sign the form and obtain the signature of the school leader.

A. Leadership Practice Score

FSLA score ____ x .80 = ____

Deliberate Practice Score x .20 = ____

Combined score is Leadership Practice Score: _____

B. Student growth Measure Score: _____

C. Performance Score: _____

Performance Score ranges	Performance Level Rating
480 to 600	Highly Effective
301 to 479	Effective
149 to 300	Needs Improvement
0 to 148	Unsatisfactory

Performance levels

☐ Highly Effective☐ Effective☐ Needs Improvement☐ Unsatisfactory

School Leader Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

FSLA Template updated 3/29/12 and posted on FSL website

APPENDIX G

Gadsden's Guidance Counselor Evaluation Tool

School: _____	School Year: _____
Guidance Counselor: _____	Grade Level: _____
Principal: _____	Date: _____

Domain 1: Student Achievement 3 Proficiency Areas - 12 Indicators 20% Contribution	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Proficiency Area 1 – Planning/Preparation				
Indicator 1.1 - Development of Guidance Programs				
Indicator 1.2 - Establishment of Short and Long Range Plans				
Indicator 1.3 - Communication of Goals and Services				
Indicator 1.4 - Establishment of Priorities for Student Services				
Proficiency Area 2 – Intervention/Direct Services				
Indicator 2.1 – Provide Counseling				
Indicator 2.2 – Recognition of Cultural Differences				
Indicator 2.3 – Recognition of Student Distress				
Indicator 2.4 – Student and Parent Orientation				
Indicator 2.5 – Provision of Interventions for At-risk Students				
Indicator 2.6 - Implementation of Programs for Career Awareness				
Proficiency Area 3 – Student Growth/Achievement				
Indicator 3.1 - Review of Student Records and Indicators				
Indicator 3.2 - Collaboration with Others				
Domain 2: Instructional Support 2 Proficiency Areas – 5 Indicators 40% Contribution	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Proficiency Area 4 – Collaboration				
Indicator 4.1 – Develop short- and long-range plans based on school, district, and state priorities.				
Indicator 4.2 – Define goals and objectives for the assigned curriculum, program, or service assignment.				
Indicator 4.3 – Plan with teachers and administrative leaders to develop and implement the school / district program.				
Proficiency Area 5 – Staff Development				
Indicator 5.1 - Establish Effective Working Relationships				
Indicator 5.2 - Conference with Others				
Domain 3: Organizational Leadership 2 Proficiency Areas – 13 Indicators 20% Contribution	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Proficiency Area 6 – Administrative/Management				
Indicator 6.1 - Review, Evaluate, and Select Support Materials				
Indicator 6.2 - Implement School-wide Counseling Services and Activities				
Indicator 6.3 - Establish an Environment for Effective Counseling				
Indicator 6.4 - Establish and Follow Intervention Procedures				

GADSDEN COUNTY SCHOOL LEADERS AND NON CLASSROOM TEACHER EVALUATION MODEL

Indicator 6.5 - Maintain Student Records				
Indicator 6.6 - Participate in School-wide Events				
Indicator 6.7 - Use Technology Resources Effectively				
Proficiency Area 7 – Assessment/Evaluation				
Indicator 7.1 - Demonstrate Assessment Knowledge				
Indicator 7.2 - Coordinate Testing				
Indicator 7.3 - Communicate Regarding Assessment				
Indicator 7.4 - Exercise Confidentiality				
Indicator 7.5 - Use Relevant Assessment Data				
Indicator 7.6 - Evaluate Counseling Program Objectives				
Domain 4: Professional and Ethical Behaviors 1 Proficiency Area – 5 Indicators 20% Contribution	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Proficiency Area 8 – Professional Responsibilities				
Indicator 8.1 - Model and Maintain High Professional Standards				
Indicator 8.2 - Identify Student/School Issues				
Indicator 8.3 - Use Positive Interpersonal Skills				
Indicator 8.4 - Prepare Reports and Maintain Records				
Indicator 8.5 - Perform Other Duties as Assigned				

APPENDIX H

Gadsden's Media Specialist Evaluation Tool

School: _____	School Year: _____
Media Specialist: _____	Grade Level: _____
Principal: _____	Date: _____

Domain 1: Student Achievement 3 Proficiency Areas - 12 Indicators 20% Contribution	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Proficiency Area 1 – Planning/Preparation				
Indicator 1.1 - Development of short and long range goals and objectives				
Indicator 1.2 - Plan with teachers and instructional leaders				
Indicator 1.3 - Develop schedules and organize resources				
Indicator 1.4 - Review and support the School Improvement Plan				
Proficiency Area 2 – Intervention/Direct Services				
Indicator 2.1 – Teach library media skills				
Indicator 2.2 – Provide instruction on the use of media resources, services, and equipment				
Indicator 2.3 – Provide reference assistance				
Indicator 2.4 – Enhance the application of critical, creative, and evaluative thinking capabilities				
Indicator 2.5 – Apply principles of learning and effective teaching				
Indicator 2.6 - Recognize overt indicators of student distress or abuse				
Proficiency Area 3 – Student Growth/Achievement				
Indicator 3.1 - Conduct effective media services program				
Indicator 3.2 - Provide appropriate educational opportunities				
Domain 2: Instructional Support 2 Proficiency Areas – 7 Indicators 40% Contribution	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Proficiency Area 4 – Collaboration				
Indicator 4.1 – Collaborate with teachers				
Indicator 4.2 – Participate in curriculum planning and development				
Indicator 4.3 – Implement an effective public relations program				
Indicator 4.4 - Develop relationships with other library, education, and information agencies				
Proficiency Area 5 – Staff Development				
Indicator 5.1 - Establish a collection of current professional resources				
Indicator 5.2 - Train faculty in use of media resources				
Indicator 5.3 - Update professional skills and knowledge				
Domain 3: Organizational Leadership 2 Proficiency Areas – 10 Indicators 20% Contribution	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Proficiency Area 6 – Administrative/Management				
Indicator 6.1 - Develop and implement policies and procedures				
Indicator 6.2 - Administer the media center budget				

GADSDEN COUNTY SCHOOL LEADERS AND NON CLASSROOM TEACHER EVALUATION MODEL

Indicator 6.3 - Maintain complete and accurate records				
Indicator 6.4 - Assign, instruct, and supervise support staff				
Indicator 6.5 - Coordinate the acquisition of media resources				
Indicator 6.6 - Provide for use of current technologies				
Indicator 6.7 - Facilitate the use and maintenance of media center materials and equipment				
Proficiency Area 7 – Assessment/Evaluation				
Indicator 7.1 - Solicit ongoing feedback				
Indicator 7.2 - Establish a system of records for evaluating media materials and equipment				
Indicator 7.3 - Assist with testing responsibilities				
Domain 4: Professional and Ethical Behaviors 1 Proficiency Area – 6 Indicators 20% Contribution	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Proficiency Area 8 – Professional Responsibilities				
Indicator 8.1 - Model and Maintain High Professional Standards				
Indicator 8.2 - Complete required reports				
Indicator 8.3 - Set high standards and expectations				
Indicator 8.4 - Support school improvement initiatives, services and programs				
Indicator 8.5 - Contribute to the overall mission of the school				
Indicator 8.6 - Perform duties as assigned				

APPENDIX I

Gadsden's Academic Coach Evaluation Tool

School: _____	School Year: _____
Academic Coach: _____	Content Area: _____
Principal: _____	Date: _____

Domain 1: Student Achievement 2 Proficiency Areas - 8 Indicators 20% Contribution	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Proficiency Area 1 – Student Growth/Achievement				
Indicator 1.1 – Conduct curriculum, program, or service area responsibilities in a manner which ensures that student growth and achievement is continuous and appropriate for age group, subject area and/or student program classification.				
Indicator 1.2 – Coach teachers to facilitate changes in instructional practices, behaviors, attitudes, and expectations to strongly impact student achievement.				
Proficiency Area 2 – Assessment / Evaluation				
Indicator 2.1 – Develop and assist teachers in using assessment strategies to support the continuous development of learners.				
Indicator 2.2 – Interpret and use data (including but not limited to standardized and other test results) for planning, decision-making, and program evaluation.				
Indicator 2.3 – Assist school personnel in the collection, analysis and use of data for assessment, evaluation, and decision-making.				
Indicator 2.4 – Evaluate assigned area of responsibility, program, or services using established criteria.				
Indicator 2.5 – Communicate, in understandable terms, program evaluation results knowledgeably and responsibly to professional colleagues and others who need access to the information.				
Indicator 2.6 – Solicit evaluation of curriculum, program, or service area from teachers, principals, and other appropriate stakeholders.				
Indicator 2.7 – Use evaluation results to improve programs or services.				
Domain 2: Instructional Support 4 Proficiency Areas - 33 Indicators 40% Contribution	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Proficiency Area 3 – Planning/Preparation				
Indicator 3.1 – Develop short- and long-range plans based on school, district, and state priorities.				
Indicator 3.2 – Define goals and objectives for the assigned curriculum, program, or service assignment.				
Indicator 3.3 – Plan with teachers and administrative leaders to develop and implement the school / district program.				
Indicator 3.4 – Identify specific intended outcomes that are challenging, meaningful, and measurable.				
Indicator 3.5 - Revise curriculum, program, or service delivery based on assessments.				
Indicator 3.6 – Plan and prepare programs and activities considering students' culture, learning style, special needs, and socio-economic background.				
Indicator 3.7 – Serve on school / district committees for the planning and implementation of programs and / or services.				
Indicator 3.8 – Plan and prepare strategies which support school				

GADSDEN COUNTY SCHOOL LEADERS AND NON CLASSROOM TEACHER EVALUATION MODEL

improvement plans and the District mission.				
Indicator 3.9 – Select, develop, modify, and / or adapt materials and resources which support learning objectives and address varying learning styles, backgrounds, and special needs.				
Indicator 3.10 – Participate, as requested, in the planning and use of educational facilities that will support the objectives of the District.				
Proficiency Area 4 – Administrative / Management				
Indicator 4.1 – Establish and maintain a positive, organized, and safe environment.				
Indicator 4.2 – Establish and maintain effective and efficient record keeping procedures.				
Indicator 4.3 – Use technology resources effectively.				
Indicator 4.4 – Manage time effectively.				
Indicator 4.5 – Assist teachers in establishing routines and procedures and working with students on consistently following them.				
Indicator 4.6 – Develop routines and efficient techniques for minimizing time required for administrative and organizational activities.				
Indicator 4.7 – Manage materials and equipment effectively.				
Indicator 4.8 – Assist in identifying program or service needs and in developing the budget for the assigned area of responsibility.				
Proficiency Area 5 – Intervention / Direct Services				
Indicator 5.1 – Demonstrate knowledge and understanding of assigned curriculum, program or service area.				
Indicator 5.2 – Provide assistance and coordination in curriculum development, alignment, implementation, and evaluation.				
Indicator 5.3 – Model principles of learning and effective teaching in instructional delivery.				
Indicator 5.4 – Assist school administrators and teachers in understanding programs and implications for instructional practice.				
Indicator 5.5 – Model the use of a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs.				
Indicator 5.6 – Disseminate and interpret current trends and research related to curriculum, instruction, technology, and related areas.				
Indicator 5.7 – Use appropriate materials, technology, and resources to help teachers to implement effective instructional strategies.				
Indicator 5.8 – Assist teachers in providing appropriate instruction and modifications for students with special needs, including exceptional education students and students who have limited proficiency in English.				
Indicator 5.9 – Provide support and assistance to teachers in implementing teaching strategies, identifying appropriate activities, organizing and managing the classroom, selecting materials, and addressing needs of individual students.				
Indicator 5.10 – Facilitate the implementation of programs, activities, and strategies designed to achieve school improvement objectives.				
Proficiency Area 6 – Staff Development				
Indicator 6.1 – Plan, implement, and evaluate in-service for teachers, administrators, and other school staff.				
Indicator 6.2 – Engage in continuing improvement of professional knowledge and skills.				
Indicator 6.3 – Assist others in acquiring knowledge and understanding of particular area of responsibility.				
Indicator 6.4 – Keep abreast of development in instructional methodology, learning theory, curriculum trends, and content.				
Indicator 6.5 – Conduct a personal assessment periodically to determine professional development needs with reference to specific assignment.				

GADSDEN COUNTY SCHOOL LEADERS AND NON CLASSROOM TEACHER EVALUATION MODEL

Domain 3: Organizational Leadership 2 Proficiency Areas - 7 Indicators 20% Contribution	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Proficiency Area 7 – Collaboration				
Indicator 7.1 – Communicate effectively, orally and in writing, with other professionals, students, parents, and community.				
Indicator 7.2 – Interact with parents, community agencies, and business to support school and District priorities.				
Indicator 7.3 – Provide accurate and timely information to teachers, administrators, and community.				
Indicator 7.4 – Work with teachers and other professional educators in curriculum development, special activities, and sharing ideas and resources.				
Proficiency Area 8 – Decision Making				
Indicator 8.1 – Gives priority attention to decisions that impact the quality of student learning and teacher proficiency, gathering and analyzing facts and data, and assessing alignment of decisions with vision, mission, and improvement priorities.				
Indicator 8.2 – Uses critical thinking and problem solving techniques to define problems and identify solutions.				
Indicator 8.3 – Employs effective technology integration to enhance decision making and efficiency throughout the school. The leader processes changes and captures opportunities available through social networking tools, accesses and processes information through a variety of online resources, incorporating data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.				
Domain 4: Professional and Ethical Behaviors 2 Proficiency Area – 12 Indicators This domain contributes 20% of the GACA Score	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Proficiency Area 9 – Professional Responsibilities				
Indicator 9.1 – Act in a professional and ethical manner and adhere at all times to the Code of Ethics and Principals of Professional Conduct.				
Indicator 9.2 – Perform all assigned duties.				
Indicator 9.3 – Demonstrate attention to punctuality, attendance, records, and reports.				
Indicator 9.4 – Maintain confidentiality of student and other professional information.				
Indicator 9.5 – Comply with policies, procedures, and programs.				
Indicator 9.6 – Support school improvement initiatives by active participation in school activities, services, and programs.				
Indicator 9.7 – Perform other incidental tasks consistent with the goals and objectives of this position.				
Proficiency Area 10 – Assessment and Other Services				
Indicator 10.1 – The use of the adopted performance appraisal systems for instructional and other employees.				
Indicator 10.2 – The accurate and timely filing of all school reports.				
Indicator 10.3 – The completion of required professional development services.				
Indicator 10.4 – The analyzing and reporting of the results of the School Improvement Teams' efforts on student performance.				
Indicator 10.5 – Assist in establishing and maintaining a positive collaborative relationship with the students' families to increase student achievement.				



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 12a

DATE OF SCHOOL BOARD MEETING: March 24, 2015

TITLE OF AGENDA ITEM: Request to Advertise – Notice of Intent to Amend a Policy

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

Permission is requested to advertise the Notice of Intent to Amend Policies 4111 (Designation of a New Position) and 4600 (Job Descriptions).

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Rosalyn W. Smith

POSITION: Deputy Superintendent of Schools

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered

CHAIRMAN'S SIGNATURE: page(s) numbered

REVIEWED BY:

**THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA
NOTICE OF INTENT TO AMEND A POLICY**

DATE OF THIS NOTICE: March 24, 2015

The School Board of Gadsden County, Florida hereby gives notice of its intent to amend Gadsden County School Board Policies Numbered 4111 (Designation of a New Position) and Numbered 4600 (Job Descriptions).

PURPOSE AND EFFECT: The purpose and effect of this policy revision is to comply with Florida Administrative Code No. 6A-7.0411.

RULEMAKING AUTHORITY: Subsection 1000.41, and 1000.43, Florida Statutes

LAWS IMPLEMENTED: 1000.40, 1000.42, and 1000.43, 1003.31 Florida Statutes

SUMMARY OF THE ESTIMATED ECONOMIC IMPACT: NONE

FACTS AND CIRCUMSTANCES JUSTIFYING RULE: It is necessary to amend Policies Numbered 4111 (Designation of a New Position) and Numbered 4600 (Job Descriptions).

A PUBLIC HEARING WILL BE HELD DURING THE BOARD MEETING SCHEDULED FOR 6:00 P.M. ON: Tuesday, April 28, 2015

PLACE: Max D. Walker School Administration Building
35 Martin Luther King, Jr., Blvd.
Quincy, Florida 32351

IF A PERSON DESIRES TO APPEAL ANY DECISION MADE BY THE SCHOOL BOARD WITH RESPECT TO ANY MATTER CONSIDERED AT ANY SUCH HEARING, HE/SHE WILL NEED A RECORD OF THE PROCEEDINGS, AND FOR SUCH PURPOSE HE/SHE MAY NEED TO ENSURE THAT A VERBATIM RECORD OF THE PROCEEDINGS IS MADE, WHICH RECORD INCLUDES THE TESTIMONY AND EVIDENCE UPON WHICH THE APPEAL IS TO BE BASED.

NAME OF THE PERSON ORIGINATING THIS RULE:

Rosalyn W. Smith
Deputy Superintendent

NAME OF THE PERSON WHO APPROVED THIS RULE:

Reginald C. James
Superintendent of Schools

DATE OF SUCH APPROVAL: March 24, 2015

A COPY OF THE POLICY PROPOSED FOR AMENDMENT MAY BE EXAMINED DURING BUSINESS HOURS AT THE MAX D. WALKER SCHOOL ADMINISTRATION BUILDING, 35 MARTIN LUTHER KING, JR. BLVD., QUINCY, FLORIDA 32351.

Reginald C. James, Superintendent of Schools
For Gadsden County, Florida, and Secretary and
Chief Executive Officer of the School Board of
Gadsden County, Florida.

The School Board of Gadsden County

Bylaws & Policies

Unless a specific policy has been amended and the date of the policy was revised is noted at the bottom of that policy, the bylaws and policies of The School Board of Gadsden County were adopted on June 25, 2013, and were in effect beginning June 26, 2013.

4111 - DESIGNATION OF A NEW POSITION

The School Board recognizes the need to establish positions which, when filled by competent, qualified support staff members, will assist the District in achieving the operational goals set by the Board. The District employs only U.S. citizens and others lawfully authorized to work in the United States.

The Superintendent shall verify all new full-time and part-time employees' right to work in the United States according to the Federal Immigration Reform and Control Act of 1986.

Subject to the recommendation of the Superintendent, the Board shall designate new positions pursuant to the job descriptions developed in accordance with Policy [4600](#) and set the initial salary for new positions not covered by a valid collective bargaining agreement.

When designating new positions, primary consideration shall be given to:

- A. the funding source for the position has been identified;
- B. the number of students enrolled;
- C. the special needs of the community;
- D. the special needs of the students;
- E. the operational services of the District.

F.S. 1001.42, 1001.42(5), 1012.22
Federal Immigration Reform and Control Act of 1986
8 U.S.C. 1255a

© Neola 2009

The School Board of Gadsden County Bylaws & Policies

Unless a specific policy has been amended and the date of the policy was revised is noted at the bottom of that policy, the bylaws and policies of The School Board of Gadsden County were adopted on June 25, 2013, and were in effect beginning June 26, 2013.

4600 - JOB DESCRIPTIONS

The School Board shall act upon written recommendations submitted by the Superintendent for positions to be filled and for the minimum qualifications for these positions. Once a position has been established it is essential for each support staff member employed in the position to be fully aware of the duties and responsibilities for that position. Job descriptions document and describe the prescribed qualifications for and essential functions of each support staff position and thereby promote organization, effectiveness, and efficiency. The Superintendent is authorized to establish and maintain job descriptions which shall include the prescribed qualifications, as well as skills, knowledge and abilities, essential functions, and physical requirements for each support position.

Job descriptions shall be defined as procedures of the Superintendent.

Support staff shall be evaluated, at least in part, against their job description.

Job descriptions shall be brief, factual, and descriptive of the positions designated by the Board.

During the hiring process, the current job description for the position for which the candidate is interviewing shall be reviewed with the candidate. The emphasis during the review shall be placed upon the essential functions of the positions.

During the revision of a job description, the Superintendent may seek input from individuals who hold that position; however, their input may or may not be reflected when the revision of said job description is completed.

Following the revision of a job description, support staff members who hold the positions for which the essential functions are described in that revised job description shall be provided access to the updated version and the opportunity to discuss the revisions therein with their immediate supervisor.

F.S. 1012.23, 1012.27

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SCHOOL DISTRICT OF GADSDEN COUNTY**JOB DESCRIPTION****ACCOUNT COORDINATOR****Workers' Compensation, Retirement, Time and Leave****QUALIFICATIONS:**

1. Minimum requirements: High School Diploma or Associate's Degree (A.A.) or equivalent from a two-year college or technical school. Associate's Degree may substitute for the required experience on a year for year basis.
2. Two (2) years of professional accounting experience that includes workman's compensation, retirement plan administration, time and leave tracking.
3. Prefer a Bachelor's degree from an accredited college or university with a major in business, accounting, finance or a related field of study may substitute for the required experience on a year for year basis.

Other Specific RequirementsPolice Background CheckFinger PrintingSign annual confidentiality statement**KNOWLEDGE, SKILLS AND ABILITIES:**

- General knowledge of GAAP requirements for compensated absence liability; retirement plans, etc.
- Advanced analytical, organization, and interpersonal skills.
- Organize work, set priorities and meet critical deadlines.
- Ability to interface with a variety of employees and other service providers.
- Excellent collaboration, verbal and written communication skills. Effective Communication – Ability to communicate respectfully and effectively verbally and in writing.
- Able to break down problems into meaningful parts and come to rational and well-thought out conclusions.
- Interest in process improvement.
- Willing to adapt quickly to quick changes in direction.
- Ability to utilize problem-solving techniques.
- Ability to work independently while keeping supervisor informed.
- Internally motivated to seek out answers, generate ideas, and develop new skills.
- Working Relationships – Ability to establish and maintain effective working relationships, and provide for positive communication among staff.
- Ability to deal with conflict in a positive and constructive manner.
- Ability to receive constructive feedback in a positive and productive manner.
- Ability to utilize problem-solving techniques.
- Model and maintain high ethical standards.
- Demonstrates loyalty and trustworthiness.
- Attention to Detail – Ability to perform accurately in a detail oriented environment.
- Prioritize and Multi-task – Ability to prioritize, organize, and perform multiple work assignments simultaneously.
- Data Reconciliation – Ability to compile, review, and reconcile data for accuracy, completeness, and compliance.
- Laws, Rules & Regulations – Knowledge of and ability to effectively interpret and apply related federal, state, and local laws, ordinances, rules and regulations.
- School Board Policy – Knowledge of and the ability to effectively interpret and apply related Board policies, procedures, principles, and practices.

ACCOUNT COORDINATOR - Workers' Compensation, Retirement, Time and Leave (Continued)

- Computer Application Knowledge – Knowledge of applicable computer applications and basic computer functions and garner and master software programs used in the Business and Finance Office.
- Knowledge of TERMS and other software used for Workers' Compensation, Retirement, and time/leave tracking expertise a plus.
- Fiscal/Accounting Technology – Knowledge of electronic data processing as it applies to fiscal and accounting activities.
- Accounting Principles – Knowledge of Generally Accepted Accounting Principles (GAAP).
- Follow attendance and proper dress rules as required.
- Perform work with a record of regular attendance and punctuality.

REPORTS TO:

Assistant Superintendent for Business and Finance

JOB GOAL

- To assess, monitor, plan and manage the efficient utilization of workers' compensation, retirement, and time & leave records in a manner consistent with the objectives of the Gadsden County School District.
- Responsible for performing highly specialized professional accounting work.
- Ensures School District compliance with Generally Accepted Accounting Principles (GAAP) and federal, state, and local laws, rules, and regulations by analyzing, verifying, and performing complex financial reconciliations.

SUPERVISES:

N/A

PHYSICAL REQUIREMENTS:

Sit at a desk or in a meeting for extended periods of time, ability to lift 50 pounds.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan.

Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Job Description Supplement No.**Service Delivery**

- * (1) Understand, manage, and supervise all aspects of workers' compensation program, administration of retirement for District employees with the Florida Retirement System, and the tracking of time and leave.
- * (2) Maintain and provide timely and accurate data entry for leave records for all employees.
- * (3) Review and record all applications for leave and maintain current leave balances for all District employees.
- * (4) Process applications for reimbursement of unused leave.
- * (5) Track drop participants.
- * (6) Verify and respond to information requests regarding Workers' Compensation claims.

ACCOUNT COORDINATOR - Workers' Compensation, Retirement, Time and Leave (Continued)

- * (7) Counsel employees on retirement options and process all applications and requests for information regarding retirement and disability retirement.
- * (8) Conduct an annual planning for retirement seminar to provide information to District employees.
- * (9) Preparation and documentation for the reporting of the compensated absence liability and retirement plan footnotes and provides to the Assistant Superintendent for Business and Finance for inclusion in the Annual Financial Report.
- * (10) Ensure that School Board policies and governmental regulations are consistently applied to assignment.
- * (11) Assist and / or direct the investigation of errors and complaints.
- * (12) Assist external auditor with documentation requests and provide responses to business process inquiries.

Employee Qualities / Responsibilities

- * (13) File reports as required with Florida Department Retirement and Worker Compensation Bureau.
- * (14) Prepare and submit monthly reports to the Florida Department of Education as required over program areas assigned.
- * (15) Prepare state and federal expenditure reports and file as required.
- * (16) Prepare all required reports and maintain all appropriate records.
- * (17) Maintain all Workers' Compensation files and reports.
- * (18) Maintain confidentiality at all times regarding all matters related to assignment.
- * (19) Participate in workshops and training sessions as assigned.
- * (20) Maintain work area in a safe and secure manner.

System Support

- * (21) Understand and manage appropriate accounting procedures and processes.
- * (22) Manage relationships with District employees, the Division of Workman's Compensation, the Division of Retirement, and other applicable parties internal and external to the District.
- * (23) Recommends, interprets, and implements fiscal and accounting administrative policies and procedures.
- * (24) Use initiative, independent judgment and problem solving within established procedural guidelines.
- * (25) Assist the Assistant Superintendent for Business and Finance with required reports and filings.
- * (26) Input all data related to workman's compensation, retirement, and time & leave into the official financial accounts as well as maintaining appropriate subsidiary ledgers.
- (27) Perform other duties as assigned by Assistant Superintendent for Business and Finance.

***Essential Performance Responsibilities**

SCHOOL DISTRICT OF GADSDEN COUNTY

JOB DESCRIPTION

ACCOUNT MANAGER

General Accounting and Post-Award Grant Accounting

QUALIFICATIONS:

1. Four (4) years of professional accounting experience that includes the handling of financial records.
2. Prefer a minimum Bachelor's degree from an accredited college or university with a major in business, accounting, finance or a related field of study may substitute for the required experience on a year for year basis.
3. Experience in understanding business functions and transactions.

Other Specific Requirements:

Policy Background Check

Finger Printing

Sign annual confidentiality statement

KNOWLEDGE, SKILLS AND ABILITIES:

- Strategic Management – Knowledge of and the ability to apply the principles and practices to strategically align tasks and people with organizational goals and objectives.
- Policy/Procedure Development – Ability to develop and implement policies, procedures, goals and objectives.
- Documentation – Ability to document existing and new processes.
- Process Evaluation – Ability to evaluate process effectiveness and develop change or alternatives.
- Strategic Planning – Ability to strategically plan and serve as a catalyst for organizational change, cultivate a shared vision with others, and motivate others to transfer vision into action.
- Contract Administration – Knowledge of contract administration and how contracts are included in the annual operating budget.
- Project Planning – Knowledge of the principles and practices of project planning, development, and evaluation.
- Management Practices – Knowledge of the concept, principles, and practices of management.
- Budget Practices – Knowledge of the concepts, principles, and practices of accounting, budgeting, and cost control procedures.
- Ability to represent the District at conferences, workshop, and training sessions in a professional and positive manner.
- Organize work, set priorities and meet critical deadlines.
- Ability to interface with a variety of employees and other service providers.
- General knowledge of GAAP requirements for accounting and budgeting.
- Advanced analytical, organization, and interpersonal skills.
- Excellent collaboration, verbal and written communication skills. Effective Communication - Ability to communicate respectfully and effectively verbally and in writing.
- Able to break down problems into meaningful parts and come to rational and well-thought out conclusions.
- Follow up – Ability to follow through on assignments until they reach their conclusions. Ability to assess, discuss, and implement a plan of action to make appropriate corrections in processes to correct deficiencies rather than quick fixes in which the root problem remains unresolved.
- Ability to be a team member to accomplish District objectives and accomplish goals.
- Interest in process improvement.
- Willing to adapt quickly to quick changes in direction.
- Ability to utilize problem-solving techniques.
- Ability to work independently while keeping supervisor informed.

ACCOUNT MANAGER – General Accounting and Post-Award Accounting (Continued)

- Demonstrates loyalty and trustworthiness.
- Internally motivated to seek out answers, generate ideas, and develop new skills.
- Working Relationships - Ability to establish and maintain effective working relationships, and provide for positive communication among staff and establish and maintain effective working relationships.
- Ability to deal with conflict in a positive and constructive manner.
- Ability to receive constructive feedback in a positive and productive manner.
- Ability to utilize problem-solving techniques.
- Model and maintain high ethical standards.
- Attention to Detail - Ability to perform accurately in a detail oriented environment.
- Prioritize and Multi-task - Ability to prioritize, organize, and perform multiple work assignments simultaneously.
- Data Reconciliation - Ability to compile, review, and reconcile data for accuracy, completeness, and compliance.
- Laws, Rules & Regulations - Knowledge of and ability to effectively interpret and apply related federal, state, and local laws, ordinances, rules and regulations.
- School Board Policy - Knowledge of and the ability to effectively interpret and apply related Board policies, procedures, principles, and practices.
- Computer Application Knowledge - Knowledge of applicable computer applications and basic computer functions and garner and master software programs used in the Business and Finance Office.
- Knowledge of TERMS and software used in a business environment expertise a plus.
- Fiscal/Accounting Technology - Knowledge of electronic data processing as it applies to fiscal and accounting activities.
- Accounting Principles - Knowledge of Generally Accepted Accounting Principles (GAAP).
- Follow attendance and proper dress rules as required.
- Perform work with a record of regular attendance and punctuality.

REPORTS TO:

Assistant Superintendent for Business and Finance

JOB GOALS

- Responsible for performing highly specialized professional accounting work.
- Ensures District compliance with Generally Accepted Accounting Principles (GAAP) and federal, state, and local laws, rules, and regulations by analyzing, verifying, and performing complex financial reconciliations.
- Recommends, interprets, and implements fiscal and accounting administrative policies and procedures.
- Monitors the business activities of a department or the District through maintenance of financial records.
- Prepares financial/statistical reports and assists with the preparation of the financial statements.
- May provide financial projections and recommendations that have a significant impact on the District.
- Provides day-to-day guidance and coordination of activities for a specialized accounting area or project to ensure the provision of professional accounting service to the District.
- Recommends new and improved procedures to effectively manage the fiscal and accounting administration.
- Develops and maintains partnerships throughout the District in order to attain departmental goals and objectives.
- Provides technical accounting and other administrative support for Program Managers, receiving direction from the Assistant Superintendent for Business and Finance.
- Responsibilities include monitoring, analyzing and maintaining financial transactions for a wide variety of District programs; tracking revenues and expenditures, and preparing internal and external financial reports.
- Perform complex, technical grants accounting work involving varying fiscal years and requiring sound judgment within the framework of existing accounting policies and procedures.

ACCOUNT MANAGER – General Accounting and Post-Award Accounting (Continued)

SUPERVISES:N/A**PHYSICAL REQUIREMENTS:**Sit at a desk or in a meeting for extended periods of time, ability to lift 50 pounds.**TERMS OF EMPLOYMENT:**Salary and benefits shall be paid consistent with the District's approved compensation plan.Length of the work year and hours of employment shall be those established by the District.**EVALUATION:**Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.**Job Description Supplement No.****Service Delivery**

- * (1) Monitor, analyze, and maintain financial transactions and accounting for a wide variety of programs funded by Federal, state, and local grants and allocations.
- * (2) Monitor fiscal compliance by subcontractors and sub-recipients with various reporting periods.
- * (3) Track revenues and expenditures by funding source and/or subcontract. Reconcile grant and program financial statements to the District's financial records by fund.
- * (4) Review data, identifying errors through analysis, research, and interpretation of data, and provide recommendations to the Program Manager or District Director in determining corrective action.
- * (5) Prepare grant close-outs and close out reports.
- * (6) Maintain and document internal accounting controls as required by Federal, state, and local grantors to ensure appropriate use of public funds. Must be familiar with Uniform Grant Guidelines and related pronouncements regarding Federal, state, and local pass-through funds.
- * (7) Assist in recommending and implementing fiscal reform both in District departments systems and in other financial and compliance reporting systems.
- * (8) Contribute in developing modifications to procedures and forms.
- * (9) Maintain accurate fiscal records and reports.
- * (10) Review financial transactions and accounting of grant disbursements to ensure compliance with Federal and state accounting and procurement standards.
- * (11) Understand and manage appropriate accounting procedures and processes.
- * (12) Recommends, interprets, and implements fiscal and accounting administrative policies and procedures.

Employee Qualities / Responsibilities

- * (13) Maintain post award grant documentation files and work with the Budget Director to enter all grant award budgets (all grants funded by Federal, state, and local sources) into the District's accounts system. This position is responsible for the accounting of all grant accounts regardless of the funding source.
- * (14) Provide the Treasury Manager with an approved weekly amount that needs to be drawn to cover the associated expense in the weekly accounts payable for grant accounts.
- * (15) Prepare all required grant financial reports, provide to the Assistant Superintendent for Business and Finance for approval and file approved reports by their due dates.
- * (16) Review all journal entries data input sheets prepared by the Treasury Manager, approve, and post to the general ledger and file journal entry documentation in a timely manner.
- * (17) Maintain an up to date chart of accounts, archiving all old numbers for reference if needed in analyzing past account data.
- * (18) Initiate and enter all new project numbers.
- * (19) Prepare and analyze grant month-end financial statements for accuracy and appropriateness and provide copies to the project directors.

ACCOUNT MANAGER – General Accounting and Post-Award Accounting (Continued)

- * (20) Prepare and submit the annual indirect cost proposal.
- * (21) Prepares and documents assigned footnotes for inclusion in the Annual Financial Report.
- * (22) Reconcile grant accounts / general ledger recorded information with CARDS and preform all other reconciliation processes as required. Verifies all requested revenues are recorded and were adequate to cover the Grant expenditures.
- * (23) Keeps track of revenue receipts and assists Assistant Superintendent for Business and Finance in resolving delinquent revenue receipts.
- * (24) Conducts review of project and program budget status and discuss with the department/program directors and District Budget Director.
- * (25) Provides guidance and direction to senior District management involved in fiscal and accounting services and programs, which may include grant compliance, budget analysis, account reconciliation, and other areas affecting the project transactions such as purchasing, payroll, collections, and financial reporting.
- * (26) Maintain confidentiality at all times regarding all matters related to assignment.
- * (27) Participate in workshops and training sessions as assigned.
- * (28) Maintain work area in a safe and secure manner.
- * (29) Assign project number and keep project list current.
- * (30) Maintain current grant summary list.

System Support

- * (31) Provide advanced, technical grants accounting support for Program Managers and department Directors.
- * (32) Ensure that grant transactions are coded in accordance with the grant agreements. If variances are noticed, discuss with grant director and obtain documentation of changes that are made, such as program director will obtain a grant amendment or the changes will not change the scope of work in the grant so changes to the function or object codes are within the allowance of the Green Book. Make sure to document the concurrence with the Project Director.
- * (33) Ensure that School Board policies and governmental regulations are consistently applied to assignment.
- * (34) Assist and / or direct the investigation of errors and complaints in the accounting records.
- * (35) Assist the Budget Director with budget amendments and applicable grant information.
- * (36) Assist with implementing and maintaining internal financial controls and financial procedures.
- * (37) Assist Assistant Superintendent for Business and Finance with the Annual Financial Report including the SEFA and the annual year end close out by preparing accruals, overseeing encumbrance reconciliation, etc.
- * (38) Assist external auditor with documentation requests and provide responses to business process inquiries.
- * (39) Analyze financial information to recommend and develop efficient use of resources and procedures, provide strategic recommendations and maintain solutions to business and financial problems.
- * (40) Assist the Assistant Superintendent for Business and Finance with other required reports as assigned.
- (43) Perform other duties as assigned by Assistant Superintendent for Business and Finance.

*Essential Performance Responsibilities

SCHOOL DISTRICT OF GADSDEN COUNTY

JOB DESCRIPTION

ACCOUNT PAYABLE ACCOUNTING SPECIALIST

QUALIFICATIONS:

1. Minimum requirements: High School Diploma or Associate's Degree (A.A.) or equivalent from a two-year college or technical school. Associate's Degree may substitute for the required experience on a year for year basis.
2. Two (2) years of professional accounting experience that includes accounts payable processing transactions and functions.
3. Prefer a Bachelor's degree from an accredited college or university with a major in business, accounting, finance or a related field of study.

Other Specific Requirements:

Police Background Check

Fingerprinting

Sign annual confidentiality statement

KNOWLEDGE, SKILLS AND ABILITIES:

- Organize work, set priorities and meet critical deadlines.
- Ability to interface with a variety of employees and other service providers.
- General knowledge of GAAP requirements for accounts payable.
- Advanced analytical, organization, and interpersonal skills.
- Excellent collaboration, verbal and written communication skills. Effective Communication - Ability to communicate respectfully and effectively verbally and in writing.
- Able to break down problems into meaningful parts and come to rational and well-thought out conclusions.
- Interest in process improvement.
- Willing to adapt quickly to quick changes in direction.
- Ability to utilize problem-solving techniques.
- Ability to work independently while keeping supervisor informed.
- Internally motivated to seek out answers, generate ideas, and develop new skills.
- Working Relationships - Ability to establish and maintain effective working relationships, and provide for positive communication among staff.
- Ability to deal with conflict in a positive and constructive manner.
- Ability to receive constructive feedback in a positive and productive manner.
- Ability to utilize problem-solving techniques.
- Model and maintain high ethical standards.
- Demonstrates loyalty and trustworthiness.
- Attention to Detail - Ability to perform accurately in a detail oriented environment.
- Prioritize and Multi-task - Ability to prioritize, organize, and perform multiple work assignments simultaneously.
- Data Reconciliation - Ability to compile, review, and reconcile data for accuracy, completeness, and compliance.
- Laws, Rules & Regulations - Knowledge of and ability to effectively interpret and apply related federal, state, and local laws, ordinances, rules and regulations.

Accounts Payable Accounting Specialist (Continued)

- School Board Policy - Knowledge of and the ability to effectively interpret and apply related Board policies, procedures, principles, and practices.
- Computer Application Knowledge - Knowledge of applicable computer applications and basic computer functions and garner and master software programs used in the Business and Finance Office.
- Knowledge of TERMS and other software utilized in the accounts payable department, expertise a plus.
- Fiscal/Accounting Technology - Knowledge of electronic data processing as it applies to fiscal and accounting activities.
- Follow attendance and proper dress rules as required.
- Perform work with a record of regular attendance and punctuality.

REPORTS TO:

Assistant Superintendent for Business and Finance

JOB GOALS

- Responsible for performing highly specialized professional accounting work.
- Primarily responsible for all Accounts Payable functions and also serves as occasional backup for other positions in the Office of Business and Finances.
- Compiles and verifies invoices, computes discounts, verifies general ledger (GL) coding, prepares vouchers, reconciles vendor statements, and issues checks for payment.
- Prepares accounts payable ledger and other related reports.
- Assists with Head Start grant.
- Accounts Payable Specialist is part of the accounting team to facilitate completion of financial objectives established by the Assistant Superintendent for Business and Finance, the Superintendent, and the School Board.
- Processes the accounts payable transactions in a manner consistent with the objectives of the Gadsden County School District.
- Ensures School District compliance with Generally Accepted Accounting Principles (GAAP) and federal, state, and local laws, rules, and regulations by analyzing, verifying, and performing complex financial reconciliations.

SUPERVISES:

N/A

PHYSICAL REQUIREMENTS:

Sit at a desk or in a meeting for extended periods of time, ability to lift 50 pounds.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan.

Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Job Description Supplement No.**Service Delivery**

- * (1) Understand, manage, and supervise all aspects of accounts payable.
- * (2) Review incoming invoices/check requests/credit card charges and accompanying documentation for accuracy and proper authorization/approval.

Accounts Payable Accounting Specialist (Continued)

- * (3) Performs pre-audit of all invoices including invoices or bills for items not paid by purchase orders, such as travel reimbursements, utility bills, etc.
- * (4) Verifies invoices to purchase order or other applicable contract amounts to ensure that payments for invoices confirm to the terms of the contractual obligation.
- * (5) Enter vendor invoice, credit card charges, in accounting software (reviewing data entry for accuracy and verify proper department coding.
- * (6) Track and reconcile construction in progress (CIP) after processing of accounts receivable runs to insure all job costs are entered properly and payments still within contract and funding parameters.
- * (7) Document and record in-kind donations received.
- * (8) Prepare IRS form 1099s at year end.
- * (9) Prepares and documents any applicable footnotes for inclusion in the Annual Financial Report as directed by the Assistant Superintendent for Business and Finance.
- * (10) Prepare and file the Fuel Tax Report as required by timelines.
- * (11) Provide Headstart project reports to program director.
- * (12) Maintains Headstart match and in-kind documentation on a yearly basis and files expenditure/cash balance reports for the Headstart project director.

Employee Qualities / Responsibilities

- * (13) Coordinate with the purchasing agent to maintain master vendor list verifying new vendors are properly authorized for payment, have the appropriate W-9 on file with the Office of Business and Finance, etc.
- * (14) Track subcontractor licenses and insurance to insure both remain current, as applicable.
- * (15) Track preliminary lien notices and insure proper lien releases are obtained from vendors prior to payment.
- * (16) Reviews post-closing payables for inclusion in the end of year accounts payable balance.
- * (17) Maintain confidentiality at all times regarding all matters related to assignment.
- * (18) Participate in workshops and training sessions as assigned.
- * (19) Maintain work area in a safe and secure manner.
- * (20) Assist the Assistant Superintendent for Business and Finance with required reports.
- * (21) Monitor and reconcile contractor retainage accounts.
- * (22) Provide general accounting and grant manager with expenditures for grant reimbursements to request line of credit (LOC) advance request to the treasury manager.
- * (23) Reconcile credit card statements.
- * (24) Reconcile payables for each check run.
- * (25) Match voucher package documents with accounts payable checks and file in vendor file.

System Support

- * (26) Maintenance of accounts payable record files for accounts payable vouchers, general accounting journal entries, including annual rotation and archiving of records.
- * (27) Prepares the accounts payable balance as of June 30 (end of year) and provide to the Assistant Superintendent for Business and Finance for inclusion in the Annual Financial Report (AFR).
- * (28) Assist external auditor with documentation requests and provide responses to business process inquiries.
- * (29) Understand and manage appropriate accounting procedures and processes.
- * (30) Manage relationships with vendors and department directors/managers.
- * (31) Recommends, interprets, and implements fiscal and accounting administrative policies and procedures.
- * (32) Ensure that School Board policies and governmental regulations are consistently applied to assignment.
- * (33) Assist and / or direct the investigation of errors and complaints.
- (34) Perform other duties as assigned by Assistant Superintendent for Business and Finance.

***Essential Performance Responsibilities**

SCHOOL DISTRICT OF GADSDEN COUNTY

JOB DESCRIPTION

AMERICORPS PROGRAM DIRECTOR

QUALIFICATIONS:

- (1) Bachelor's Degree from an accredited educational institution college or university with a major in business, management, social work, sociology, psychology, or other appropriate degree may substitute for the required experience on a year for year basis.
- (2) Minimum of four (4) three (3) years experience as a supervisor of professional Americorps program administrative experience
- (3) AmeriCorps or other community service experience preferred.

Other Specific Requirements:

Policy Background Check

Finger Printing

Sign annual confidentiality statement

KNOWLEDGE, SKILLS, AND ABILITIES:

- Ability to effectively supervise AmeriCorps members and staff.
- Ability to successfully coordinate a large number of people located at different school sites. Skills in written and oral communication, planning, and organization. Knowledge of District and AmeriCorps policies and procedures.
- Ability to collect, analyze and interpret data using web based reporting systems.
- Maintain and organize personnel files for AmeriCorps members and staff.
- Provide leadership to AmeriCorps members and staff.
- Maintain records and submit reports in a timely manner to oversight agencies as required. Maintain appropriate documentation and records.
- Strategic Management – Knowledge of and the ability to apply the principles and practices to strategically align tasks and people with organizational goals and objectives.
- Policy/Procedure Development – Ability to develop and implement policies, procedures, goals and objectives.
- Documentation – Ability to document existing and new processes.
- Process Evaluation – Ability to evaluate process effectiveness and develop change or alternatives.
- Strategic Planning – Ability to strategically plan and serve as a catalyst for organizational change, cultivate a shared vision with others, and motivate others to transfer vision into action.
- Contract Administration – Knowledge of contract administration and how contracts are include in the AmeriCorps program.
- Project Planning – Knowledge of the principles and practices of project planning, development, and evaluation.
- Management Practices – Knowledge of the concept, principles, and practices of management.
- Budget Practices – Knowledge of the concepts, principles, and practices of accounting, budgeting, and cost control procedures.
- Ability to represent the District at conferences, workshop, and training sessions in a professional and positive manner.
- Organize work, set priorities and meet critical deadlines.

AMERICORPS PROGRAM DIRECTOR (Continued)

- Ability to interface with a variety of employees and other service providers.
- Advanced analytical, organization, and interpersonal skills.
- Excellent collaboration, verbal and written communication skills. Effective Communication - Ability to communicate respectfully and effectively verbally and in writing.
- Able to break down problems into meaningful parts and come to rational and well-thought out conclusions.
- Interest in process improvement.
- Willing to adapt quickly to quick changes in direction.
- Ability to utilize problem-solving techniques.
- Ability to work independently while keeping supervisor informed.
- Internally motivated to seek out answers, generate ideas, and develop new skills.
- Working Relationships - Ability to establish and maintain effective working relationships.
- Provide for positive communication among staff and establish and maintain effective working relationships.
- Ability to deal with conflict in a positive and constructive manner.
- Ability to receive constructive feedback in a positive and productive manner.
- Ability to utilize problem-solving techniques.
- Model and maintain high ethical standards.
- Demonstrates loyalty and trustworthiness.
- Attention to Detail - Ability to perform accurately in a detail oriented environment.
- Prioritize and Multi-task - Ability to prioritize, organize, and perform multiple work assignments simultaneously.
- Data Reconciliation - Ability to compile, review, and reconcile data for accuracy, completeness, and compliance.
- Laws, Rules & Regulations - Knowledge of and ability to effectively interpret and apply related federal, state, and local laws, ordinances, rules and regulations.
- School Board Policy - Knowledge of and the ability to effectively interpret and apply related Board policies, procedures, principles, and practices.
- Computer Application Knowledge - Knowledge of applicable computer applications and basic computer functions and garner and master software programs used in the AmeriCorps program.
- Knowledge of food service software and applicable computer functions.
- Fiscal/Accounting Technology - Knowledge of electronic data processing as it applies to Americorp program.
- Follow attendance and proper dress rules as required.
- Perform work with a record of regular attendance and punctuality.

REPORTS TO:

Director of Instruction K-12 Assistant Superintendent for Business and Finance

Job Goal

- To successfully manage the AmeriCorps Gadsden Reads Program.
- Manage and implement all aspects of the AmeriCorps program.
- Responsible for coordinating administrative, fiscal, and operational activities of the AmeriCorp program.
- Responsible for daily operations of the AmeriCorp program including program implementation.
- Develops and implements goals, objectives, procedures, and staffing to ensure and effective and efficient operation of the AmeriCorp program.
- Responsible for marketing, grant planning, budgeting, and reporting activities.

AMERICORPS PROGRAM DIRECTOR (Continued)**SUPERVISES:**

All AmeriCorps Gadsden Reads members and staff.

PHYSICAL REQUIREMENTS:

- Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects. Sit at a desk or in a meeting for extended periods of time, ability to lift 20 pounds.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employments shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Job Description Supplement No. 44**PERFORMANCE RESPONSIBILITIES:****Service Delivery**

- * (1) Manage and implement all aspects of the AmeriCorps Gadsden Reads Program.
- * (2) Prepares and actively monitors and updates the program budget during the fiscal periods for changes in the program.
- * (3) Coordinate and plan staff and member activities.
- * (4) Assist in the preparation of Develop long-range plans for AmeriCorps Gadsden Reads.
- * (5) Communicate, through meetings and written material, information that will keep staff and members informed of AmeriCorps Gadsden policies, procedures, changes, and updates to the program.
- * (6) Ensure that AmeriCorps Gadsden Reads meets its program objectives.
- * (7) Supervise and evaluate AmeriCorps Gadsden Reads members and staff.
- * (8) Knowledge of and the ability to utilize the computer for a variety of functions relative to the AmeriCorps program. Ability to collect, analyze, and interpret data using web based reporting systems
- * (9) Responsible for the operational management and administrative direction with a budget and financial area of the AmeriCorps program and supports the mission and vision of the program and the District.
- * (10) Assist and / or direct the investigation of errors and complaints.

Interagency Communication and Delivery

- * (11) Provide reports in a timely manner to overseeing agencies.
- * (12) Meet with principals, HOSTS facilitators, and other school personnel to share information and address issues.
- * (13) Coordinate with community resources and service agencies as appropriate.
- * (14) Develop and disseminate program information.

Professional Growth and Improvement

- * (15) Develop and maintain a thorough knowledge of the AmeriCorps Gadsden Reads Program and any related policies, rules, or laws.
- * (16) Demonstrate support for District's goals and priorities.
- * (17) Attend quarterly program director's meeting to enhance program knowledge for effective program implementation.
- * (18) Promote and support professional development for self and others.

AMERICORPS PROGRAM DIRECTOR (Continued)

- * (19) Perform other incidental tasks consistent with the goals and objectives of the District and this position.
- * (20) Develop and maintain a thorough knowledge of the AmeriCorps program policies, rules, laws, and regulations.
- * (21) Participate in workshops and training sessions as well as the quarterly director's meeting to enhance program knowledge for effective program implementation.

Systemic Functions

- * (16) Prepare and submit required reports in a timely manner and maintain appropriate records and other documentation.
- * (17) Keep immediate supervisor and other personnel informed about potential problems and unusual events. Respond immediately to emergency problems.
- * (18) Recruit, interview, and hire all AmeriCorps members and staff.
- * (19) Coordinate an annual orientation for members and staff.
- * (20) Maintain and organize personnel file for AmeriCorps members.
- * (21) Perform other duties as assigned.
- * (22) Ensure that School Board policies and governmental regulations are consistently applied to assignment.
- * (23) Assist external auditor with documentation requests and provide responses to business process inquiries. Responsible for coordinating requests by auditors in a timely and efficient manner.
- * (24) Maintain work area in a safe and secure manner.
- * (25) Assist the Assistant Superintendent for Business and Finance with required reports.
- * (26) Perform other duties as assigned by Assistant Superintendent for Business and Finance.

Leadership and Strategic Orientation

- * (22) Provide leadership to AmeriCorps Gadsden members and staff.
- * (23) Model and maintain high standards of professional conduct.
- * (24) Demonstrate initiative in recognizing need or potential for improvement and take appropriate action.
- * (25) Foster and maintain a good work ethic and professional image.
- * (26) Represent the School Board in an appropriate manner.
- * (27) Responsible for developing and maintaining partnerships throughout the District in order to attain District's goals and objectives.
- * (28) Maintain confidentiality at all times regarding all matters related to assignment.
- * (29) Promote and support the professional development of self and others.

*Essential Performance Responsibilities

SCHOOL DISTRICT OF GADSDEN COUNTY

JOB DESCRIPTION

BENEFITS COORDINATOR

QUALIFICATIONS:

1. Minimum requirements: High School Diploma or Associate's Degree (A.A.) or equivalent from a two-year college or technical school. Associate's Degree may substitute for the required experience on a year for year basis.
2. Two (2) years of technical experience in the administration of employee benefits programs with an emphasis on medical and benefit plans. Some experience in plan design and/or costing is desirable.
3. Prefer a minimum Bachelor's degree from an accredited college or university with a major in business, accounting, finance or a related field of study.
4. Insurance Certifications a plus.

Other Specific Requirements:

Police Background Check

Fingerprinting

Sign annual confidentiality statement

KNOWLEDGE, SKILLS AND ABILITIES:

- Organize work, set priorities and meet critical deadlines.
- Ability to interface with a variety of employees and other service providers.
- Knowledge of employee benefit provisions, with an emphasis of current insurance industry practices and programs.
- Knowledge of the Florida Retirement System as well as flexible benefit options and cost analysis and cost containment procedures.
- General knowledge of GAAP requirements for employee benefits and OPEB.
- Ability to administer and coordinate a comprehensive employee benefit program while balancing the needs of the School District, employees, and retirees.
- Ability to administer, monitor, and negotiate contracts with benefit providers, insurance carriers, third party administrators, and consultants.
- Ability to make public presentations.
- Ability to deal successfully with a variety of individuals from various socio-economic, ethnic, and cultural backgrounds, including representing the School District successfully in meetings with representatives of other agencies.
- Advanced analytical, organization, and interpersonal skills.
- Excellent collaboration, verbal and written communication skills. Effective Communication - Ability to communicate respectfully and effectively verbally and in writing.
- Able to break down problems into meaningful parts and come to rational and well-thought out conclusions.
- Interest in process improvement.
- Willing to adapt quickly to quick changes in direction.
- Ability to utilize problem-solving techniques.
- Ability to work independently while keeping supervisor informed.
- Internally motivated to seek out answers, generate ideas, and develop new skills.
- Working Relationships - Ability to establish and maintain effective working relationships, and provide for positive communication among staff.

BENEFITS COORDINATOR (Continued)

- Ability to deal with conflict in a positive and constructive manner.
- Ability to receive constructive feedback in a positive and productive manner.
- Ability to utilize problem-solving techniques.
- Model and maintain high ethical standards.
- Demonstrates loyalty and trustworthiness.
- Attention to Detail - Ability to perform accurately in a detail oriented environment.
- Prioritize and Multi-task - Ability to prioritize, organize, and perform multiple work assignments simultaneously.
- Data Reconciliation - Ability to compile, review, and reconcile data for accuracy, completeness, and compliance.
- Laws, Rules & Regulations - Knowledge of and ability to effectively interpret and apply related federal, state, and local laws, ordinances, rules and regulations.
- School Board Policy - Knowledge of and the ability to effectively interpret and apply related Board policies, procedures, principles, and practices.
- Computer Application Knowledge - Knowledge of applicable computer applications and basic computer functions and garner and master software programs used in the Business and Finance Office.
- Knowledge of TERMS and other software used in the administration of District insurance and benefits expertise a plus.
- Fiscal/Accounting Technology - Knowledge of electronic data processing as it applies to fiscal and accounting activities.
- Accounting Principles - Knowledge of Generally Accepted Accounting Principles (GAAP).
- Follow attendance and proper dress rules as required.
- Perform work with a record of regular attendance and punctuality.

REPORTS TO:

Assistant Superintendent for Business and Finance

JOB GOALS

- To assess, monitor, plan and manage the benefits program in a manner consistent with the objectives of the Gadsden County School District.
- Responsible for performing highly specialized professional accounting and benefits administration work.
- Ensures School District compliance with Generally Accepted Accounting Principles (GAAP) and federal, state, and local laws, rules, and regulations with applicable analysis.
- To administer and coordinate a comprehensive program of employee benefits and services, including insurance plans for medical, dental and vision care, retirement preparation and coordination with the Florida Retirement System (FRS), Capital Health Plan (CHP), and any vendor(s) of Benefits Cafeteria Plans.
- To host and supervise annual employee benefit fair.
- To supervise and coordinate the insurance committee to maintain up to date and ongoing analysis of insurance and benefit offerings for District employees.
- To track compliance with the Affordable Healthcare Act and perform any reporting requirements

SUPERVISES:

N/A

PHYSICAL REQUIREMENTS:

Sit at a desk or in a meeting for extended periods of time, ability to lift 50 pounds.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan.

BENEFITS COORDINATOR (Continued)

Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Job Description Supplement No.**Service Delivery**

- * (1) Understand, manage, and supervise all aspects of employee benefits.
- * (2) Responsible for all facets of employee benefits, with the exception of the Workman's Compensation program, for both active and retired employees.
- * (3) Prepare and submit child support documents and payments to the court system as required.
- * (4) Confers with service providers and/or staff of third-party administrators.
- * (5) Interprets plan policy and procedural requirements and coverage documents.
- * (6) Responds to employee questions and complaints and attempts to mediate benefit problems.
- * (7) Maintains employee insurance and benefit files.
- * (8) Maintains copies of contracts that relate to insurance, benefit, unemployment coverages, uniform vendors, etc.
- * (9) Tracks compliance with the Affordable Healthcare Act and perform any reporting requirements.
- * (10) Review and approve billings to insure contract compliance and accuracy and submit to accounts payable for processing.
- * (11) Monitors employee benefit costs; makes recommendations regarding plan design and cost containment.
- * (12) Monitors changes in laws and/or contract and their impact on the District's benefits administration.
- * (13) Monitor insurance and benefit revenues and expenditures and prepare periodic reports as required.
- * (14) Research, compile and summarize a variety of information to prepare periodic and special reports related to the benefits function.
- * (15) Prepares correspondence and a variety of reports and written materials.
- * (16) Maintain accurate records and files.
- * (17) Understand and manage appropriate accounting procedures and processes.
- * (18) Manage relationships with insurance and benefit providers.
- * (19) Recommends, interprets, and implements fiscal and accounting administrative policies and procedures.

Employee Qualities / Responsibilities

- * (20) Administers and coordinates employee medical, dental and vision insurance plans.
- * (21) Administers and coordinates group life, accidental death and dismemberment, and short- and long-term disability programs, including researching problems and handling appeals; provides similar support for the Unemployment Insurance Program, including interfacing with Unemployment Compensation service vendor. Review and approve Unemployment Compensation invoices and submit to accounts payable for processing.
- * (22) Coordinates various specialized benefit programs, such as deferred compensation, cafeteria payment, uniform payments, etc.
- * (23) Administers benefits provider and benefits contractor consultant service contracts.
- * (24) Maintain confidentiality at all times regarding all matters related to assignment.
- * (25) Participate in workshops and training sessions as assigned.
- * (26) Maintain work area in a safe and secure manner.

System Support

- * (27) Sets up insurance, benefits, insurance, garnishment and retirement codes in the accounting system for deduction and verifies their proper implementation.
- * (28) Acts as the District liaison and interfaces with a variety of insurance and benefit service providers.
- * (29) Host and supervise the insurance committee.

BENEFITS COORDINATOR (Continued)

- *(30) Participate and coordinate insurance and benefits contract negotiations, as well as other contracts related to job function, such as unemployment service contractor, etc. Presents contract information to the School Board when required.
- *(31) Provides for the dissemination of benefit plan information and changes to employees and retirees. Hosts and supervises annual benefits fair.
- *(32) Participates in new employee orientation sessions.
- *(33) Provides information for the annual budget for the employee benefits function to the Budget Director and/or Assistant Superintendent for Business and Finance for the preparation of the budgeting process.
- *(34) Requests information and compiles data as needed to report the Other Post-Employment Benefits (OPEB) footnote disclose for the annual financial statement presentation.
- *(35) Prepares and documents the (OPEB) and other benefits and retirement footnotes for submission to the Assistant Superintendent for Business and Finance for the annual financial report (AFR).
- *(36) Ensure that School Board policies and governmental regulations are consistently applied to assignment.
- *(37) Assist and / or direct the investigation of errors and complaints.
- *(38) Assist external auditor with documentation requests and provide responses to business process inquiries.
- *(39) Assist the Assistant Superintendent for Business and Finance with required reports.
- (40) Perform other duties as assigned by Assistant Superintendent for Business and Finance.

*Essential Performance Responsibilities

SCHOOL DISTRICT OF GADSDEN COUNTY

JOB DESCRIPTION

BUDGET DIRECTOR

QUALIFICATIONS:

1. Four (4) years of professional accounting experience that includes the handling of financial records.
2. Prefer a minimum Bachelor's degree from an accredited college or university with a major in business, accounting, finance or a related field of study may substitute for the required experience on a year for year basis.
3. Experience in understanding business functions and transactions.

Other Specific Requirements:

Police Background Check

Finger Printing

Sign annual confidentiality statement

KNOWLEDGE, SKILLS AND ABILITIES:

- Strategic Management – Knowledge of and the ability to apply the principles and practices to strategically align tasks and people with organizational goals and objectives.
- Policy/Procedure Development – Ability to develop and implement policies, procedures, goals and objectives.
- Documentation – Ability to document existing and new processes.
- Process Evaluation – Ability to evaluate process effectiveness and develop change or alternatives.
- Strategic Planning – Ability to strategically plan and serve as a catalyst for organizational change, cultivate a shared vision with others, and motivate others to transfer vision into action.
- Contract Administration – Knowledge of contract administration and how contracts are include in the annual operating budget.
- Project Planning – Knowledge of the principles and practices of project planning, development, and evaluation.
- Management Practices – Knowledge of the concept, principles, and practices of management.
- Budget Practices – Knowledge of the concepts, principles, and practices of accounting, budgeting, and cost control procedures.
- Ability to represent the District at conferences, workshop, and training sessions in a professional and positive manner.
- Organize work, set priorities and meet critical deadlines.
- Ability to interface with a variety of employees and other service providers.
- General knowledge of GAAP requirements for accounting and budgeting.
- Advanced analytical, organization, and interpersonal skills.
- Excellent collaboration, verbal and written communication skills. Effective Communication - Ability to communicate respectfully and effectively verbally and in writing.
- Able to break down problems into meaningful parts and come to rational and well-thought out conclusions.
- Interest in process improvement.
- Willing to adapt quickly to quick changes in direction.
- Ability to utilize problem-solving techniques.
- Ability to work independently while keeping supervisor informed.
- Internally motivated to seek out answers, generate ideas, and develop new skills.

BUDGET DIRECTOR (Continued)

- Working Relationships - Ability to establish and maintain effective working relationships provide for positive communication among staff.
- Ability to deal with conflict in a positive and constructive manner.
- Ability to receive constructive feedback in a positive and productive manner.
- Ability to utilize problem-solving techniques.
- Model and maintain high ethical standards.
- Demonstrates loyalty and trustworthiness.
- Attention to Detail - Ability to perform accurately in a detail oriented environment.
- Prioritize and Multi-task - Ability to prioritize, organize, and perform multiple work assignments simultaneously.
- Data Reconciliation - Ability to compile, review, and reconcile data for accuracy, completeness, and compliance.
- Laws, Rules & Regulations - Knowledge of and ability to effectively interpret and apply related federal, state, and local laws, ordinances, rules and regulations.
- School Board Policy - Knowledge of and the ability to effectively interpret and apply related Board policies, procedures, principles, and practices.
- Computer Application Knowledge - Knowledge of applicable computer applications and basic computer functions and garner and master software programs used in the Business and Finance Office.
- Knowledge of TERMS and software used in a business environment expertise a plus.
- Fiscal/Accounting Technology - Knowledge of electronic data processing as it applies to fiscal and accounting activities.
- Accounting Principles - Knowledge of Generally Accepted Accounting Principles (GAAP).
- Follow attendance and proper dress rules as required.
- Perform work with a record of regular attendance and punctuality.

REPORTS TO:

Assistant Superintendent for Business and Finance

JOB GOAL

To assess, monitor, plan and manage the efficient utilization of budgetary process in a manner consistent with the objectives of the Gadsden County School District.

Responsible for performing highly specialized professional accounting work.

Ensures School District compliance with Generally Accepted Accounting Principles (GAAP) and federal, state, and local laws, rules, and regulations by analyzing, verifying, and performing complex financial reconciliations.

Responsible for TRIM budget compliance.

Responsible for the formation and implementation of the District's budget as well as an ongoing monitoring and update to the approved District's budget.

Serves as backup for Treasury Manager for draw down of funds and forecasting.

SUPERVISES:

N/A

PHYSICAL REQUIREMENTS:

Sit at a desk or in a meeting for extended periods of time, ability to lift 50 pounds.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan.

Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

BUDGET DIRECTOR (Continued)

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel. _____

Job Description Supplement No.**PERFORMANCE RESPONSIBILITIES:****Service Delivery**

- * (1) Assists with the staffing plan. Leads strategic planning and staffing responsibilities.
- * (2) Actively monitors and updates the budget during the fiscal period for changes in FEFP, etc.
- * (3) Responsible for the operational management and administrative direction of the overall District budget and supports the mission and vision of the department/program and the District.
- * (4) Recommends, interprets, and implements fiscal and accounting administrative policies and procedures.
- * (5) Assist and / or direct the investigation of errors and complaints.
- * (6) Serves as the backup to the Treasury Manager for drawn down of funds to pay accounts payable and cash forecasting of cash flow.
- * (7) Perform other duties as assigned by Assistant Superintendent for Business and Finance.

Interagency Communication and Delivery

- * (8) Understand, manage, and supervise all aspects of the budget and budgetary process.
- * (9) Conducts budget committee meetings to formulate the fiscal year budget.
- * (10) Prepares and monitors revenue projections for annual and long term budgets. Informs Assistant Superintendent for Business and Finance of significant changes in projections so that corrective action may be taken.
- * (11) Conducts monthly reviews of project and program budget status and discuss with the department/program directors.
- * (12) Manage relationships with all concerned parties regarding the budget, both internal and external.
- * (13) Provides budget amendments for Board approval.

Professional Growth and Improvement

- * (14) Provides leadership and direction in policy/procedural development and implementation to ensure greater accountability over the District budget to maintain proper budget protocols.
- * (15) Understand and manage appropriate accounting procedures and processes.
- * (16) Participate in workshops and training sessions as assigned.
- * (17) Participates in the FSFOA conference along with the Assistant Superintendent of Business and Finance.

Systemic Functions

- * (18) Responsible for formulating and administrating the annual operating budget and ensures appropriate expenditure for all funds allocated for department administration.
- * (19) Maintain compliance with TRIM requirements.
- * (20) Ensure that School Board policies and governmental regulations are consistently applied to assignment.
- * (21) Assist Assistant Superintendent for Business and Finance with the Annual Financial Report.
- * (22) Prepares and documents assigned footnotes for inclusion in the Annual Financial Report.
- * (23) Assist external auditor with documentation requests and provide responses to business process inquiries.
- * (24) Maintain confidentiality at all times regarding all matters related to assignment.
- * (25) Maintain work area in a safe and secure manner.
- * (26) Assist the Assistant Superintendent for Business and Finance with required reports.

Leadership and Strategic Orientation

- * (27) Responsible for developing and maintaining partnerships throughout the District in order to attain District's goals and objectives.

BUDGET DIRECTOR (Continued)

- *(28) Keeps track of revenue receipts and assists Assistant Superintendent for Business and Finance in resolving delinquent revenue receipts.
- *(29) Provides guidance and direction to senior District management involved in fiscal and accounting services and programs, which may include grant compliance, budget analysis, account reconciliation, and other areas affecting the budget such as purchasing, payroll, collections, and financial reporting.

*Essential Performance Responsibilities

DRAFT

SCHOOL DISTRICT OF GADSDEN COUNTY

JOB DESCRIPTION

FIXED ASSETS, FURNITURE, FIXTURES, & EQUIPMENT (FFE) RECORDS AND INVENTORY CONTROL MANAGER

QUALIFICATIONS:

1. Four (4) years of professional property records management and controls experience.
2. Prefer a minimum Bachelor's degree from an accredited college or university with a major in business, finance, accounting, or other appropriate degree may substitute for the required experience on a year for year basis.

Other Specific Requirements:

Police Background Check

Finger Printing

Sign annual confidentiality statement

KNOWLEDGE, SKILLS AND ABILITIES:

- Strategic Management – Knowledge of and the ability to apply the principles and practices to strategically align tasks and people with organizational goals and objectives.
- Policy/Procedure Development – Ability to develop and implement policies, procedures, goals and objectives.
- Documentation – Ability to document existing and new processes.
- Process Evaluation – Ability to evaluate process effectiveness and develop change or alternatives.
- Strategic Planning – Ability to strategically plan and serve as a catalyst for organizational change, cultivate a shared vision with others, and motivate others to transfer vision into action.
- Knowledge of insurance coverage and declarations and risk management.
- Management Practices – Knowledge of the concept, principles, and practices of property record management.
- Ability to represent the District at conferences, workshop, and training sessions in a professional and positive manner.
- Organize work, set priorities and meet critical deadlines.
- Ability to interface with a variety of employees and other service providers.
- Advanced analytical, organization, and interpersonal skills.
- Excellent collaboration, verbal and written communication skills. Effective Communication - Ability to communicate respectfully and effectively verbally and in writing.
- Able to break down problems into meaningful parts and come to rational and well-thought out conclusions.
- Interest in process improvement.
- Willing to adapt quickly to quick changes in direction.
- Ability to utilize problem-solving techniques.
- Ability to work independently while keeping supervisor informed.
- Internally motivated to seek out answers, generate ideas, and develop new skills.
- Working Relationships - Ability to establish and maintain effective working relationships, and provide for positive communication among staff.
- Ability to deal with conflict in a positive and constructive manner.
- Ability to receive constructive feedback in a positive and productive manner.
- Ability to utilize problem-solving techniques.

Fixed Assets, Furniture, Fixtures, & Equipment (FFE) Records and Inventory Control Manager (Continued)

- Model and maintain high ethical standards.
- Demonstrates loyalty and trustworthiness.
- Attention to Detail - Ability to perform accurately in a detail oriented environment.
- Prioritize and Multi-task - Ability to prioritize, organize, and perform multiple work assignments simultaneously.
- Data Reconciliation - Ability to compile, review, and reconcile data for accuracy, completeness, and compliance.
- Laws, Rules & Regulations - Knowledge of and ability to effectively interpret and apply related federal, state, and local laws, ordinances, rules and regulations.
- School Board Policy - Knowledge of and the ability to effectively interpret and apply related Board policies, procedures, principles, and practices.
- Computer Application Knowledge - Knowledge of applicable computer applications and basic computer functions and garner and master software programs used in the Business and Finance Office and Property Inventory Software.
- Knowledge of subsidiary records for property records for all capital assets of the District and other applicable computer functions.
- Fiscal/Accounting Technology - Knowledge of electronic data processing as it applies to property value, depreciation, and accumulated depreciation.
- Follow attendance and proper dress rules as required.
- Perform work with a record of regular attendance and punctuality.

REPORTS TO:

Assistant Superintendent for Business and Finance

JOB GOAL

To maintain up to date and accurate subsidiary capital asset records for land; construction in progress; Improvements Other Than Buildings; Buildings; Furniture, Fixtures & Equipment (FF&E); and Motor Vehicles. Including the yearly depreciation expense and accumulated depreciation of depreciable assets.

Identification of fixed assets purchased with Federal funds in the property records.

To safeguard District assets by performing an annual inventory of the District's tangible personal property (FF&E and Motor Vehicles).

To mitigate the District's liability by ensuring proper insurance coverage of District motor vehicles.

To provide Board information regarding the additions and deletions from the District's capital assets property records.

To perform responsible technical work relating to District property inventory related to establishing, maintaining, and reconciling data from the subsidiary ledgers to the governmental-wide reporting of account balances.

Attach identification numbers to property subject to property records.

SUPERVISES:

N/A

PHYSICAL REQUIREMENTS:

Sit at a desk or in a meeting for extended periods of time, ability to lift 50 pounds, and ability to move heavy objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan.

Length of the work year and hours of employment shall be those established by the District.

Fixed Assets, Furniture, Fixtures, & Equipment (FFE) Records and Inventory Control Manager (Continued)**EVALUATION:**

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Job Description Supplement No.**PERFORMANCE RESPONSIBILITIES:****Service Delivery**

- *(1) Ability to learn nomenclature of a wide variety of property and equipment.
- *(2) Develop procedures pertaining to property control, equipment acquisition and maintenance. Develops written processes and procedures for identifying, tracking, transferring, reporting, and as requested, disposal of fixed assets.
- *(3) Perform any technical work relating to the District's property records.
- *(4) Prepare and process data for property record recording and reporting.
- *(5) Prepare reports pertaining to inventory discrepancies.
- *(6) Update the property record based on inventory results.
- *(7) Coordinates, updates, and maintains the tracking database of new and existing capital and non-capital fixed assets including asset identification tagging, location identification, physical count, and department custodians.
- *(8) Determine nomenclature and assign classification of equipment.
- *(9) Maintain subsidiary capital asset records and submit reports as required.
- *(10) Knowledge of and the ability to utilize the computer for a variety of functions relative to capital assets and their subsidiary accounts.
- *(11) Plans, coordinates, and promotes the District's annual fixed asset physical inventory.
- *(12) Maintain subsidiary ledgers for all capital assets, their additions and deletions during the fiscal year. Generally most Improvements other than buildings and permanent changes to infrastructure as well as building, land, and construction in progress are presented to the Board by the facilities. However this position should maintain a master list of all capital assets to monitor and track changes in the capital asset accounts for financial reporting purposes.
- *(13) Identify and remove obsolete items from the inventory.
- *(14) Coordinate with the Purchasing Agent to record all new purchased equipment during the fiscal year. Identifies existing assets without identification tagging numbers, assigns new identification numbers, and posts the newly identifiable assets to the property record.
- *(15) Maintain work area in a safe and secure manner.

Interagency Communication and Delivery

- *(17) Knowledge of inventory control principles and techniques.
- *(18) Knowledge of insurance coverage and policy declarations.
- *(19) Assist in the establishment of goals and objectives for the District's property control program.
- *(20) Work closely with District and school personnel to ensure information exchange, coordination of efforts, and support for the District's property maintenance.
- *(21) Work with administrators in the development, implementation, and evaluation of the District's property control program.
- *(22) Use appropriate interpersonal skills and methods to guide individuals and groups to task accomplishment.
- *(23) Participates in annual fixed asset needs and budgetary process.

Professional Growth and Improvement

- *(25) Maintain a working knowledge of Federal, state, and local laws and regulations regarding property records.
- *(26) Participate in workshops, conferences, meetings, and professional training to keep current with trends in property management and liability issues.

Fixed Assets, Furniture, Fixtures, & Equipment (FFE) Records and Inventory Control Manager (Continued)**Systemic Functions**

- *(27) Knowledge of organization and maintenance of data and information.
- *(28) Ability to multitask multiple job functions simultaneously.
- *(29) Maintain a list of surplus equipment and future equipment needs at each site for possible redistribution and/or disposal.
- *(30) Keep supervisor informed of the status of various issues, events, and activities at all District sites as related to property control.
- *(31) Facilitate problem solving by individuals and groups as needed.
- *(32) Ensure that adequate insurance is obtained on all motor vehicles.
- *(33) Perform other incidental tasks consistent with the goals and objectives of the District and this position.
- *(34) Present Board agenda items for the additions and deletions of FFE and other capital assets, such as buses and other vehicles which not presented by the facilities department.
- *(35) Ensure that School Board policies and governmental regulations are consistently applied to assignment.
- *(36) Ensure that all Federal purchased property is appropriately identified the subsidiary property records.
- *(37) Assist and / or direct the investigation of errors and complaints.
- *(38) Assist external auditor with documentation requests and provide responses to business process inquiries. Responsible for coordinating requests by auditors in a timely and efficient manner.
- *(39) Assist the Assistant Superintendent for Business and Finance with required reports, capital asset balances for inclusion in the annual financial report (AFR) including footnote preparation and documentation.
- (40) Perform other duties as assigned by Assistant Superintendent for Business and Finance.

Leadership and Strategic Orientation

- *(41) Knowledge of business practices over property management, subsidiary ledgers, and report writing.
- *(42) Research vandalism and/or theft of equipment and maintain appropriate records. Responsible for reducing fixed asset losses.
- *(43) Develop and maintain partnerships with local and regional agencies as needed.
- *(44) Demonstrate a proactive orientation to identifying potential problems and taking appropriate action.
- *(45) Respond immediately to emergency problems.
- *(46) Foster and maintain a good work ethic and professional image.
- *(47) Represent the School Board in an appropriate manner.
- *(48) Responsible for developing and maintaining partnerships throughout the District in order to attain District's goals and objectives.
- *(49) Maintain confidentiality at all times regarding all matters related to assignment.

*Essential Performance Responsibilities

SCHOOL DISTRICT OF GADSDEN COUNTY

JOB DESCRIPTION

PAYROLL MANAGER

QUALIFICATIONS:

1. Minimum requirements: High School Diploma or Associate's Degree (A.A.) or equivalent from a two-year college or technical school. Associate's Degree may substitute for the required experience on a year for year basis.
2. Four (4) years of professional payroll processing and income tax reporting experience.
3. Prefer a minimum Bachelor's degree from an accredited college or university with a major in business, accounting, finance or a related field of study.

Other Specific Requirements:

Police Background Check

Fingerprinting

Sign annual confidentiality statement

KNOWLEDGE, SKILLS AND ABILITIES:

- Organize work, set priorities and meet critical deadlines.
- Ability to interface with a variety of employees and other service providers.
- General knowledge of GAAP requirements and IRS provisions for payroll and payroll taxes.
- Advanced analytical, organization, and interpersonal skills.
- Excellent collaboration, verbal and written communication skills. Effective Communication - Ability to communicate respectfully and effectively verbally and in writing.
- Able to break down problems into meaningful parts and come to rational and well-thought out conclusions.
- Interest in process improvement.
- Willing to adapt quickly to quick changes in direction.
- Ability to utilize problem-solving techniques.
- Ability to work independently while keeping supervisor informed.
- Internally motivated to seek out answers, generate ideas, and develop new skills.
- Working Relationships - Ability to establish and maintain effective working relationships, provide for positive communication among staff.
- Ability to deal with conflict in a positive and constructive manner.
- Ability to receive constructive feedback in a positive and productive manner.
- Ability to utilize problem-solving techniques.
- Model and maintain high ethical standards.
- Demonstrates loyalty and trustworthiness.
- Attention to Detail - Ability to perform accurately in a detail oriented environment.
- Prioritize and Multi-task - Ability to prioritize, organize, and perform multiple work assignments simultaneously.
- Data Reconciliation - Ability to compile, review, and reconcile data for accuracy, completeness, and compliance.
- Laws, Rules & Regulations - Knowledge of and ability to effectively interpret and apply related federal, state, and local laws, ordinances, rules and regulations.
- School Board Policy - Knowledge of and the ability to effectively interpret and apply related Board policies, procedures, principles, and practices.

PAYROLL MANAGER (Continued)

- Computer Application Knowledge - Knowledge of applicable computer applications and basic computer functions and garner and master software programs used in the Business and Finance Office.
- Knowledge of TERMS and other applicable payroll and tax software and payroll ACH transfer file/software expertise a plus.
- Fiscal/Accounting Technology - Knowledge of electronic data processing as it applies to fiscal and accounting activities in the payroll area.
- Accounting Principles - Knowledge of Generally Accepted Accounting Principles (GAAP).
- Follow attendance and proper dress rules as required.
- Perform work with a record of regular attendance and punctuality.

REPORTS TO:

Assistant Superintendent for Business and Finance

JOB GOAL

To assess, monitor, plan and manage the efficient utilization of the School District's payroll function in a manner consistent with the objectives of the Gadsden County School District.
Responsible for performing highly specialized professional accounting work.
Ensures School District compliance with Generally Accepted Accounting Principles (GAAP) and federal, state, and local laws, rules, and regulations by analyzing, verifying, and performing complex financial reconciliations.

SUPERVISES:

N/A

PHYSICAL REQUIREMENTS:

Sit at a desk or in a meeting for extended periods of time, ability to lift 50 pounds.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan.
Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Job Description Supplement No.**Service Delivery**

- * (1) Recommends, interprets, and implements payroll administrative procedures.
- * (2) Facilitates the production of teacher, non-instructional, and supplemental payrolls, over time payments, refunds, and other specialty payments.
- * (3) Assists in the implementation and administration of benefit deductions, garnishment, child support, and retirement deductions.
- * (4) Monitors Social Security, Medicare, federal withholdings, non-residential alien, and fringe benefit taxation.
- * (5) Provide/mail payroll checks to the appropriate pay masters for distribution.
- * (6) Assist and / or direct the investigation of errors and complaints.

Employee Qualities / Responsibilities

PAYROLL MANAGER (Continued)

- * (7) Responsible for performing highly specialized professional payroll work.
- * (8) Researches and resolves payroll related issues.
- * (9) Reviews and reconciles tax records, payroll clearing accounts, and other payroll records to the general ledger and appropriate tax and other reports.
- * (10) Timely filing of required tax and other payroll related reports.
- * (11) Timely preparation and distribution of W-2s.
- * (12) Manage relationships with other outside tax agencies and benefit service providers.
- * (13) Assist external auditor with documentation requests and provide responses to business process inquiries.

System Support

- * (14) Advise and provide specialized assistance to School District administrators and staff, independent contractors, and outside agencies.
- * (15) Understand, manage, and supervise all aspects of payroll and payroll taxes.
- * (16) Recommend, interpret, and implement payroll administrative policies and procedures.
- * (17) Ensure that School Board policies and governmental regulations are consistently applied to assignment.
- * (18) Provide reconciled June 30 (end of year) salaries and wages payable for reporting purposes to the Assistant Superintendent for Business and Finance for inclusion in the Annual Financial Report.
- * (19) Prepare and document any applicable payroll and/or benefits footnotes for inclusion in the Annual Financial Report.
- * (20) Maintain confidentiality at all times regarding all matters related to assignment.
- * (21) Participate in workshops and training sessions as assigned.
- * (22) Maintain work area in a safe and secure manner.
- * (23) Assist the Assistant Superintendent for Business and Finance with required reports.
- (24) Perform other duties as assigned by Assistant Superintendent for Business and Finance.

***Essential Performance Responsibilities**

SCHOOL DISTRICT OF GADSDEN COUNTY

JOB DESCRIPTION

PURCHASING AGENT

QUALIFICATIONS:

1. Four (4) years of professional accounting experience that includes the handling of financial records related to the purchasing cycle and competitive bidding practices.
2. Prefer a minimum Bachelor's degree from an accredited college or university with a major in business, accounting, finance or a related field of study.
3. Experience in purchasing policies and procedures, including bid openings.

Other Specific Requirements:

Police Background Check

Fingerprinting

Sign annual confidentiality statement

KNOWLEDGE, SKILLS AND ABILITIES:

- Organize work, set priorities and meet critical deadlines.
- Ability to interface with a variety of employees and other service providers.
- General knowledge of GAAP requirements for purchase and competitive procurement.
- Advanced analytical, organization, and interpersonal skills.
- Excellent collaboration, verbal and written communication skills. Effective Communication - Ability to communicate respectfully and effectively verbally and in writing.
- Ability to develop and implement purchasing procedures, goals, and objectives.
- Ability to interpret technical specs. - Ability to interpret complex written specifications and conditions.
- Purchasing Decisions – Ability to make purchasing decisions based on independent research and judgment.
- Purchasing Data Processing – Knowledge of electronic data processing as it applies to purchasing activities.
- Procurement Practices – Knowledge of purchasing, procurement, budgeting, and administrative management.
- Verifying purchase transactions do not have conflict of interest and review transactions as they relate to the financial disclosure on line for the Board members, the Superintendent, and the Assistant Superintendent for Business and Finance.
- Able to break down problems into meaningful parts and come to rational and well-thought out conclusions.
- Interest in process improvement.
- Willing to adapt quickly to quick changes in direction.
- Ability to utilize problem-solving techniques.
- Ability to work independently while keeping supervisor informed.
- Internally motivated to seek out answers, generate ideas, and develop new skills.
- Working Relationships - Ability to establish and maintain effective working relationships and provide for positive communication among staff.
- Ability to deal with conflict in a positive and constructive manner.
- Ability to receive constructive feedback in a positive and productive manner.
- Ability to utilize problem-solving techniques.
- Demonstrates loyalty and trustworthiness.
- Model and maintain high ethical standards.

PURCHASING AGENT (Continued)

- Attention to Detail - Ability to perform accurately in a detail oriented environment, while balancing effectiveness.
- Prioritize and Multi-task - Ability to prioritize, organize, and perform multiple work assignments simultaneously.
- Data Reconciliation - Ability to compile, review, and reconcile data for accuracy, completeness, and compliance.
- Laws, Rules & Regulations - Knowledge of and ability to effectively interpret and apply related federal, state, and local laws, ordinances, rules and regulations.
- School Board Policy - Knowledge of and the ability to effectively interpret and apply related Board policies, procedures, principles, and practices.
- Computer Application Knowledge - Knowledge of applicable computer applications and basic computer functions and garner and master software programs used in the Business and Finance Office.
- Knowledge of TERMS and other purchase tracking software expertise a plus.
- Fiscal/Accounting Technology - Knowledge of electronic data processing as it applies to fiscal and accounting activities.
- Accounting Principles - Knowledge of Generally Accepted Accounting Principles (GAAP).
- Follow attendance and proper dress rules as required.
- Perform work with a record of regular attendance and punctuality.

REPORTS TO:

Assistant Superintendent for Business and Finance

JOB GOAL

To assess, monitor, plan and manage the efficient utilization of purchasing and competitive procurement in a manner consistent with the objectives of the Gadsden County School District.

Responsible for performing highly specialized professional accounting work.

Ensures School District compliance with Generally Accepted Accounting Principles (GAAP) and federal, state, and local laws, rules, and regulations by analyzing, verifying, and performing complex financial transactions.

Responsible for the administrative process of purchasing a designed commodity or service.

Responsible for providing financial and administrative analyses and guidance in support of purchasing decision of the District.

Develops and implements purchasing procedures to stay current with State law, District policies, and Federal Regulations and Uniform Grant Guidelines.

Reviews purchase orders, contract, and bids to ensure compliance with federal, state, and District purchasing procedures.

SUPERVISES:

N/A

PHYSICAL REQUIREMENTS:

Sit at a desk or in a meeting for extended periods of time, ability to lift 50 pounds.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan.

Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

PURCHASING AGENT (Continued)

Job Description Supplement No.Service Delivery

- * (1) Maintain an up to date record of the current status of all purchase orders and transfer any receipts of invoices to accounts payable for processing.
- * (2) Maintain vendor records and histories and request updates to the chart of accounts from the general accounting manager as required.
- * (3) Assist with budget preparation as required.
- * (4) Participate in the budget committee.
- * (5) Recommend, interpret, and implement fiscal and accounting administrative policies and procedures.

Employee Qualities / Responsibilities

- * (6) Understand, manage, and supervise all aspects of purchasing and competitive procurement.
- * (7) Maintain a master file of all fiscal year District contracts and bid files.
- * (8) Assign all purchase orders and review all purchase orders for codes and required signatures, and available budget before mailing to vendors.
- * (9) Verify that codes for grant purchases agree with the grant award. Discuss differences with program manager and the Assistant Superintendent of Business and Finance.
- * (10) Transfer capital purchase orders to the Fixed Asset, Furniture & Equipment, and Inventory Control Manager for proper recording in the District's property record subsidiary ledgers.
- * (11) Ensure all purchase orders have sufficient budget to encumber funds.
- * (12) Participate in the food service committee and pre-audit all food services invoices for payment then transfer to the accounts payable department payment processing.
- * (13) Manage relationships with vendors.
- * (14) Assist external and other documentation requests and provide responses to business process inquiries.

System Support

- * (15) Prepare a list of all outstanding encumbrances at year-end and balance to list to the general ledger account.
- * (16) Prepare all required reports and maintain all appropriate records.
- * (17) Ensure that School Board policies and governmental regulations are consistently applied to assignment.
- * (18) Assist and / or direct the investigation of errors and complaints.
- * (19) Understand and manage appropriate accounting procedures and processes.
- * (20) Provide reconciliation and accurate June 30 (end of year) encumbrance roll forward balances for reporting purposes to the Assistant Superintendent for Business and Finance for inclusion in the Annual Financial Report.
- * (21) Prepares and documents any assigned footnotes for inclusion in the Annual Financial Report as directed by the Assistant Superintendent for Business and Finance.
- * (22) Maintain confidentiality at all times regarding all matters related to assignment.
- * (23) Participate in workshops and training sessions as assigned.
- * (24) Maintain work area in a safe and secure manner.
- * (25) Assist the Assistant Superintendent for Business and Finance with required reports.
- (26) Perform other duties as assigned by Assistant Superintendent for Business and Finance

*Essential Performance Responsibilities

SCHOOL DISTRICT OF GADSDEN COUNTY**JOB DESCRIPTION****SCHOOL FOOD SERVICE FINANCIAL ACCOUNTING MANAGER****QUALIFICATIONS:**

1. Five (5) years of professional food service accounting experience.
2. Prefer a minimum Bachelor's degree from an accredited college or university with a major in business, accounting, nutrition, health, or food sciences may substitute for the required experience on a year for year basis.

Other Specific Requirements:Police Background CheckFinger PrintingSign annual confidentiality statement**KNOWLEDGE, SKILLS AND ABILITIES:**

- Strategic Management – Knowledge of and the ability to apply the principles and practices to strategically align tasks and people with organizational goals and objectives.
- Policy/Procedure Development – Ability to develop and implement policies, procedures, goals and objectives.
- Documentation – Ability to document existing and new processes.
- Process Evaluation – Ability to evaluate process effectiveness and develop change or alternatives.
- Strategic Planning – Ability to strategically plan and serve as a catalyst for organizational change, cultivate a shared vision with others, and motivate others to transfer vision into action.
- Contract Administration – Knowledge of contract administration and how contacts are included in the school food service program.
- Project Planning – Knowledge of the principles and practices of project planning, development, and evaluation.
- Management Practices – Knowledge of the concept, principles, and practices of management.
- Budget Practices – Knowledge of the concepts, principles, and practices of accounting, budgeting, and cost control procedures.
- Ability to represent the District at conferences, workshop, and training sessions in a professional and positive manner.
- Organize work, set priorities and meet critical deadlines.
- Ability to interface with a variety of employees and other service providers.
- Advanced analytical, organization, and interpersonal skills.
- Excellent collaboration, verbal and written communication skills. Effective Communication - Ability to communicate respectfully and effectively verbally and in writing.
- Able to break down problems into meaningful parts and come to rational and well-thought out conclusions.
- Interest in process improvement.
- Willing to adapt quickly to quick changes in direction.
- Ability to utilize problem-solving techniques.
- Ability to work independently while keeping supervisor informed.
- Internally motivated to seek out answers, generate ideas, and develop new skills.
- Working Relationships - Ability to establish and maintain effective working relationships, and provide for positive communication among staff.
- Ability to deal with conflict in a positive and constructive manner.

SCHOOL FOOD SERVICE FINANCIAL ACCOUNTING MANAGER (continued)

- Ability to receive constructive feedback in a positive and productive manner.
- Ability to utilize problem-solving techniques.
- Model and maintain high ethical standards.
- Demonstrates loyalty and trustworthiness.
- Attention to Detail - Ability to perform accurately in a detail oriented environment.
- Prioritize and Multi-task - Ability to prioritize, organize, and perform multiple work assignments simultaneously.
- Data Reconciliation - Ability to compile, review, and reconcile data for accuracy, completeness, and compliance.
- Laws, Rules & Regulations - Knowledge of and ability to effectively interpret and apply related federal, state, and local laws, ordinances, rules and regulations.
- School Board Policy - Knowledge of and the ability to effectively interpret and apply related Board policies, procedures, principles, and practices.
- Computer Application Knowledge - Knowledge of applicable computer applications and basic computer functions and garner and master software programs used in the Food Service Program.
- Fiscal/Accounting Technology - Knowledge of electronic data processing as it applies to food service program.
- Follow attendance and proper dress rules as required.
- Perform work with a record of regular attendance and punctuality.

REPORTS TO:

Assistant Superintendent for Business Services

JOB GOAL

Knowledge of and assure compliance with State Board of Education and Department of Agriculture regulations, state statutes, Federal laws, USDA regulations regarding nutrition, sanitation, safety, and record-keeping assigned to the food service program.

Technical knowledge of accounting procedures for the food service program, including computer applications for reporting of revenue, meal claiming, and community participation food program. Including general accounting principles and cash control standards.

Knowledge and skill in spreadsheet and other subsidiary ledger accounts.

Ability to work independently.

Coordinate and participate in the food service committee.

SUPERVISES:

N/A

PHYSICAL REQUIREMENTS:

Sit at a desk or in a meeting for extended periods of time, ability to lift 50 pounds, and ability to move heavy objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan.

Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

PERFORMANCE RESPONSIBILITIES:**Service Delivery**

- * (1) Supervise school food service personnel jointly with the Food Service Operations Manager.
- * (2) Assume responsibility for accurate meal counts, cash collections, and deposits.
- * (3) Supervise all food and non-food orders from District and outside vendors.
- * (4) Maintain high standards of safety, security, and sanitation.
- * (5)
- * (6) Assist Food Service Operations Manager with employment, re-employment, transfers, and resignations, ensuring equal employment opportunity in hiring and promotion.
- * (7) Knowledge of and the ability to utilize the computer for a variety of functions relative to the food service program.
- * (8) Actively monitors and updates the budget during the fiscal period for changes in the food service program.
- * (9) Assist and / or direct the investigation of errors and complaints.

Employee Qualities/Responsibilities

- * (10) Manage the entire school meal service financial accounting to ensure compliance with Federal, state, and local regulations.
- * (11) Responsible for food service program revenue claim reporting, required financial reports, and oversight of expenditures of payroll and accounts payable.
- * (12) Submits the annual reauthorization of cash collections points and change funds to the business office by July 1 each year or whenever a change in the custodian is made.
Exercise managerial skills to control food, labor, and non-labor costs.
- * (13) Respond immediately to emergency problems.
- * (14) Foster and maintain a good work ethic and professional image.
- * (15) Responsible for the fiscal management and administrative direction with a budget and financial area of the food service department and supports the mission and vision of the department program and the District.
- * (16) Assist external auditor with documentation requests and provide responses to business process inquiries. Responsible for coordinating requests by auditors in a timely and efficient manner

System Support

- * (17) Maintain records and submit reports as required.
- * (18) Work with Principals and teachers in planning, developing, and utilizing the school food service program as a service and educational asset in the school program.
- * (19) Attend School Food Service Association Meetings and related functions.
- * (20) Develop an annual needs assessment for the food service program.
- * (21) Represent the School Board in an appropriate manner.
- * (22) Perform other incidental tasks consistent with the goals and objectives of the District and this position.
- * (23) Responsible for developing and maintaining partnerships throughout the District in order to attain District's goals and objectives.
- * (24) Ensure that School Board policies and governmental regulations are consistently applied to assignment.
- * (25) Maintain confidentiality at all times regarding all matters related to assignment.
- * (26) Participate in workshops and training sessions as assigned.
- * (27) Maintain work area in a safe and secure manner.
- * (28) Assist the Assistant Superintendent for Business and Finance with required reports.
- * (29) Perform other duties as assigned by Assistant Superintendent for Business and Finance.
- (30) Perform other duties as assigned.

*Essential Performance Responsibilities

SCHOOL DISTRICT OF GADSDEN COUNTY**JOB DESCRIPTION****SCHOOL FOOD SERVICE OPERATION MANAGER****QUALIFICATIONS:**

1. Five (5) years of professional food service experience.
2. Prefer a minimum Bachelor's degree from an accredited college or university with a major in nutrition, health, or food sciences may substitute for the required experience on a year for year basis.

Other Specific Requirements:Police Background CheckFinger PrintingSign annual confidentiality statement**KNOWLEDGE, SKILLS AND ABILITIES:**

- Strategic Management – Knowledge of and the ability to apply the principles and practices to strategically align tasks and people with organizational goals and objectives.
- Policy/Procedure Development – Ability to develop and implement policies, procedures, goals and objectives.
- Documentation – Ability to document existing and new processes.
- Process Evaluation – Ability to evaluate process effectiveness and develop change or alternatives.
- Strategic Planning – Ability to strategically plan and serve as a catalyst for organizational change, cultivate a shared vision with others, and motivate others to transfer vision into action.
- Contract Administration – Knowledge of contract administration and how contracts are included in the school food service program.
- Project Planning – Knowledge of the principles and practices of project planning, development, and evaluation.
- Management Practices – Knowledge of the concept, principles, and practices of management.
- Budget Practices – Knowledge of the concepts, principles, and practices of accounting, budgeting, and cost control procedures.
- Ability to represent the District at conferences, workshop, and training sessions in a professional and positive manner.
- Organize work, set priorities and meet critical deadlines.
- Ability to interface with a variety of employees and other service providers.
- Advanced analytical, organization, and interpersonal skills.
- Excellent collaboration, verbal and written communication skills. Effective Communication - Ability to communicate respectfully and effectively verbally and in writing.
- Able to break down problems into meaningful parts and come to rational and well-thought out conclusions.
- Interest in process improvement.
- Willing to adapt quickly to quick changes in direction.
- Ability to utilize problem-solving techniques.
- Ability to work independently while keeping supervisor informed.
- Internally motivated to seek out answers, generate ideas, and develop new skills.
- Working Relationships - Ability to establish and maintain effective working relationships, and provide for positive communication among staff.
- Ability to deal with conflict in a positive and constructive manner.
- Ability to receive constructive feedback in a positive and productive manner.
- Ability to utilize problem-solving techniques.
- Model and maintain high ethical standards.

SCHOOL FOOD SERVICE OPERATION MANAGER (continued)

- Demonstrates loyalty and trustworthiness.
- Attention to Detail - Ability to perform accurately in a detail oriented environment.
- Prioritize and Multi-task - Ability to prioritize, organize, and perform multiple work assignments simultaneously.
- Data Reconciliation - Ability to compile, review, and reconcile data for accuracy, completeness, and compliance.
- Laws, Rules & Regulations - Knowledge of and ability to effectively interpret and apply related federal, state, and local laws, ordinances, rules and regulations.
- School Board Policy - Knowledge of and the ability to effectively interpret and apply related Board policies, procedures, principles, and practices.
- Computer Application Knowledge - Knowledge of applicable computer applications and basic computer functions and garner and master software programs used in the Food Service Program.
- Fiscal/Accounting Technology - Knowledge of electronic data processing as it applies to food service program.
- Follow attendance and proper dress rules as required.
- Perform work with a record of regular attendance and punctuality.

REPORTS TO:

Assistant Superintendent for Business Services

JOB GOAL

Manage and coordinate the day-to-day food service operations.
Knowledge of and assure compliance with State Board of Education and Department of Agriculture regulations, state statutes, Federal laws, USDA regulations regarding nutrition, sanitation, safety, and record-keeping assigned to the food service program.
Ability to work with volunteers, students, and teachers to increase knowledge of healthy choices and promote meal participation through various activities.
Coordinate the food service committee.
Knowledge of the principles of quantity food preparation.
Knowledge and use of a wide variety of food service equipment.
Extensive knowledge of planning, preparation, and service of a large variety of foods.
Knowledge of health, safety, and sanitary practices in HACCP/SERVSAFE relative to the school food service operation.
Considerable knowledge of nutrition and food value.
Ability to requisition food and supplies and maintain an inventory.
Ability to work at a fast pace.
Plans, organizes, and directs the production of the School Food Service program for the District.
Administers the Food Service Program at the level in an efficient manner to meet nutritional needs and program acceptability.
Supervises Cafeteria Managers and Workers.

SUPERVISES:

N/A

PHYSICAL REQUIREMENTS:

Sit at a desk or in a meeting for extended periods of time, ability to lift 50 pounds, and ability to move heavy objects.

SCHOOL FOOD SERVICE OPERATION MANAGER (continued)

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan.

Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

PERFORMANCE RESPONSIBILITIES:**Service Delivery**

- * (1) Supervise school food service personnel jointly with the SFS Financial Manager.
- * (2) Prepare work schedules and specific duties for school food service personnel.
- * (3) Assume responsibility for accurate meal counts, cash collections, and deposits.
- * (4) Supervise all food and non-food orders from District and outside vendors.
- * (5) Maintain accurate inventory of food and non-food items.
- * (6) Maintain high standards of safety, security, and sanitation.
- * (7) Supervise employment, re-employment, transfers, and resignations, ensuring equal employment opportunity in hiring and promotion.
- * (8) Work with Principals and teachers in planning, developing, and utilizing the school food service program as a service and educational asset in the school program.
- * (9) Knowledge of number and types of workers needed to staff a large food service operation.
- * (10) Knowledge of employee policies and procedures and supervisory techniques.
- * (11) Ability to instruct, evaluate, and supervise employees.
- * (12) Review procedures used in ordering, receiving, storing, and inventorying food and supplies to ensure that food stock is efficient.
- * (13) Actively monitors and updates the budget during the fiscal period for changes in the food service program.
- * (14) Responsible for the operational management and administrative direction with a budget and financial area of the food service department and supports the mission and vision of the department/program and the District.
- * (15) Assist and / or direct the investigation of errors and complaints.

Employee Qualities/Responsibilities

- * (16) Manage the entire school meal service production to ensure compliance with Federal, state, and local regulations.
- * (17) Submits the annual reauthorization of cash collections points and change funds to the business office by July 1 each year or whenever a change in the custodian is made.
- * (18) Exercise managerial skills to control food, labor, and non-labor costs.
- * (19) Provide ongoing in-service training for food service personnel. Train and assist employees in the proper handling of foods, correct use and care of equipment and in maintaining high standards of sanitation and safety.
- * (20) Identifies staff development and training needs and ensures that training is obtained.
- * (21) Develops and enforces procedures.
- * (22) Reviews staffing patterns to ensure proper assignments.
- * (23) Oversees equipment maintenance. Requests equipment repairs or replacement.
- * (24) Plan well-balanced, nutritional and appetizing menus with a fixed budget.
- * (25) Foster and maintain a good work ethic and professional image.
- * (26) Provide annual performance appraisal to food service staff.
- * (27) Ensure that School Board policies and governmental regulations are consistently applied to assignment.
- * (28) Assist external auditor with documentation requests and provide responses to business process inquiries. Responsible for coordinating requests by auditors in a timely and efficient manner.

SCHOOL FOOD SERVICE OPERATION MANAGER (continued)

System Support

- * (29) Maintain records and submit reports as required.
- * (30) Tests and approves new recipes for use.
- * (31) Knowledge of mathematical calculations used in determining the number of servings in a given amount of food, modifying recipes, and determining food costs and projections.
- * (32) Maintain records and prepare reports.
- * (33) Inspect food service areas to assure compliance with health, safety, and sanitation requirements and regulations.
- * (34) Attend School Food Service Association Meetings and related functions.
- * (35) Respond immediately to emergency problems.
- * (36) Develop an annual needs assessment for the food service program.
- * (37) Knowledge of and the ability to utilize the computer for a variety of functions relative to the food service program.
- * (38) Represent the School Board in an appropriate manner.
- * (39) Perform other incidental tasks consistent with the goals and objectives of the District and this position.
- * (40) Responsible for developing and maintaining partnerships throughout the District in order to attain District's goals and objectives.
- * (41) Maintain confidentiality at all times regarding all matters related to assignment.
- * (42) Participate in workshops and training sessions as assigned.
- * (43) Maintain work area in a safe and secure manner.
- * (44) Assist the Assistant Superintendent for Business and Finance with required reports.
- * (45) Perform other duties as assigned by Assistant Superintendent for Business and Finance.
- (48) Perform other duties as assigned.

*Essential Performance Responsibilities

SCHOOL DISTRICT OF GADSDEN COUNTY**JOB DESCRIPTION****TREASURY MANAGER****QUALIFICATIONS:**

1. Minimum requirements: High School Diploma or Associate's Degree (A.A.) or equivalent from a two-year college or technical school. Associate's Degree may substitute for the required experience on a year for year basis.
2. Four (4) years of professional accounting experience that includes the handling of financial records.
3. Prefer a minimum Bachelor's degree from an accredited college or university with a major in business, accounting, finance or a related field of study.
4. Experience in preparing cash forecasts and cash flow analyses and reconciling bank statements.

Other Specific Requirements:Police Background CheckFingerprintingSign annual confidentiality statement**KNOWLEDGE, SKILLS AND ABILITIES:**

- Organize work, set priorities and meet critical deadlines.
- Ability to interface with a variety of employees and other service providers.
- Knowledge of banking, and financial instruments.
- General knowledge of GAAP and SEC reporting requirements for investments and other financial instruments.
- Advanced analytical, organization, and interpersonal skills.
- Excellent collaboration, verbal and written communication skills. Effective Communication - Ability to communicate respectfully and effectively verbally and in writing.
- Able to break down problems into meaningful parts and come to rational and well-thought out conclusions.
- Interest in process improvement.
- Willing to adapt quickly to quick changes in direction.
- Ability to utilize problem-solving techniques.
- Ability to work independently while keeping supervisor informed.
- Internally motivated to seek out answers, generate ideas, and develop new skills.
- Working Relationships - Ability to establish and maintain effective working relationships, and provide for positive communication among staff.
- Ability to deal with conflict in a positive and constructive manner.
- Ability to receive constructive feedback in a positive and productive manner.
- Ability to utilize problem-solving techniques.
- Model and maintain high ethical standards.
- Demonstrates loyalty and trustworthiness.
- Attention to Detail - Ability to perform accurately in a detail oriented environment.
- Prioritize and Multi-task - Ability to prioritize, organize, and perform multiple work assignments simultaneously.
- Data Reconciliation - Ability to compile, review, and reconcile data for accuracy, completeness, and compliance.

TREASURY MANAGER (Continued)

- Laws, Rules & Regulations - Knowledge of and ability to effectively interpret and apply related federal, state, and local laws, ordinances, rules and regulations.
- School Board Policy - Knowledge of and the ability to effectively interpret and apply related Board policies, procedures, principles, and practices.
- Computer Application Knowledge - Knowledge of applicable computer applications and basic computer functions and garner and master software programs used in the Business and Finance Office.
- Knowledge of TERMS and banking software expertise a plus.
- Fiscal/Accounting Technology - Knowledge of electronic data processing as it applies to fiscal and accounting activities.
- Accounting Principles - Knowledge of Generally Accepted Accounting Principles (GAAP).
- Follow attendance and proper dress rules as required.
- Perform work with a record of regular attendance and punctuality.

REPORTS TO:

Assistant Superintendent for Business and Finance

JOB GOAL

To assess, monitor, plan and manage the efficient utilization of cash and financial services in a manner consistent with the objectives of the Gadsden County School District.

Responsible for performing highly specialized professional accounting work.

Ensures School District compliance with Generally Accepted Accounting Principles (GAAP) and federal, state, and local laws, rules, and regulations by analyzing, verifying, and performing complex financial reconciliations.

Provides financial projections and recommendations that have a significant impact on the School Districts cash flow.

SUPERVISES:

N/A

PHYSICAL REQUIREMENTS:

Sit at a desk or in a meeting for extended periods of time, ability to lift 50 pounds.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan.

Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Job Description Supplement No.**Service Delivery**

- * (1) Establishes and maintains procedures to ensure that proper banking documentation is received and filed as required.
- * (2) Coordinates banking services with banking personnel and other District personnel.
- * (3) Monitors electronic fund transfers from the Florida Department of Education, County tax collector and other revenue entities.
- * (4) Manage all aspects of investment portfolio with the State Board of Administration (SBA).
- * (5) Manage long-term and short-term investment strategies.
- * (6) Evaluate, develop and implement cash management systems to optimize efficiencies.
- * (7) Understand and manage appropriate accounting procedures and processes.

TREASURY MANAGER (Continued)

- * (8) Manage relationships with financial service providers.
- * (9) Monitor bank service fees and address quality issues.
- * (10) Generate monthly financial reports and reconcile bank statements with and financial accounting records.
- * (11) Prepare and file Florida Public Deposit Report and Abandoned Property Records Report (in conjunction with the fixed asset record coordinator.
- * (12) Maintains accounts receivable number log and posts totals to subsidiary accounts receivable records and prepares bill or invoice to be sent to customers for district maintained accounts receivable.
- * (13) Requests stop-payments with the bank as applicable and cancels checks.
- * (14) Monitors internal accounts bank balances and monthly financial reports submission to the District office.

Employee Qualities / Responsibilities

- * (15) Understand, manage, and supervise all aspects of cash flow.
- * (16) Forecast daily cash requirements and execute daily financing decisions in collaboration with the Assistant Superintendent for Business and Finance.
- * (17) Evaluates cash flow needs to ensure adequate funds are available to over checks.
- * (18) Prepares authorized signature documentation for all school and District bank accounts.
- * (19) Custodian of the signature stamp used to stamp checks generated from the accounts payable department.
- * (20) Establishes and maintains the administrative framework which formally describes the policy and procedural requirements for the cash management program. Including, establishing and maintaining appropriate records to control and manage cash and investments. Maintains cash and investment records.
- * (21) Manages the daily banking operations of all the Districts bank accounts.
- * (22) Prepares journal entry data input sheet and transfers to general accounting for review and processing.
- * (23) Maintains check signature stamps and performs stamping for processed accounts payable and payroll departments.
- * (24) Maintains TERMS access records and initiates the processing of forms to update or delete access, obtains Assistant Superintendent for Business and Finance approval on form and then transmits the request to the Information and Technology department to process.
- * (25) Receives travel reimbursements from the accounts payable department and performs pre-audit of travel reimbursement requests for quality assurance and transfers back to accounts payable for processing.
- * (26) Assist external auditor with documentation requests and provide responses to business process inquiries.
- * (27) Monitors to ensure receipt of changes in cash change funds and annual authorization of cash collection points in the District.

System Support

- * (28) Prepares requests for proposals and conduct competitive bidding with the assistance of the District's Purchasing Agent for banking services.
- * (29) Requests all cash draws weekly as needed to pay the weekly accounts payable and applicable payroll cycle payables as approved and provided by the grants and payroll managers.
- * (30) Conduct benchmark studies of banks and their services to evaluate whether it fits the School District's requirements.
- * (31) Meet with banks to plan cash management needs.
- * (32) Recommends, interprets, and implements fiscal and accounting administrative policies and procedures.
- * (33) Ensure that School Board policies and governmental regulations are consistently applied to assignment.

TREASURY MANAGER (Continued)

- *(34) Assist and / or direct the investigation of errors and complaints.
- *(35) Prepares manual checks as required and approved by Assistant Superintendent for Business and Finance.
- *(36) Generates TERMS access reports quarterly to review access for the business office and discuss appropriateness with Assistant Superintendent for Business and Finance.
- *(37) Maintain confidentiality at all times regarding all matters related to assignment.
- *(38) Participate in workshops and training sessions as assigned.
- *(39) Maintain work area in a safe and secure manner.
- *(40) Assist the Assistant Superintendent for Business and Finance with required reports.
- *(41) Monitors monthly charter school and internal account financial report receipts.
- *(42) Provides reconciled June 30 (end of year) cash and investment balances for reporting purposes to the Assistant Superintendent for Business and Finance for inclusion in the Annual Financial Report.
- *(43) Prepares and documents the cash and investments footnotes for inclusion in the Annual Financial Report.
- (44) Perform other duties as assigned by Assistant Superintendent for Business and Finance.

*Essential Performance Responsibilities