

SUWANNEE COUNTY SCHOOL BOARD  
WORKSHOP SESSION  
April 9, 2019

AGENDA

- 9:00 a.m. Call to Order/Welcome/Pledge.....Ed daSilva, Chairman
- 9:02 a.m. Florida Fixed Income Trust ..... Vickie DePratter/David Jang with  
Water Walker Investments
- 9:30 a.m. Athletic Trainer Presentation..... Ted Roush/Erin T. Clark
- 10:00 a.m. Emergency Response Plan Update ..... Malcolm Hines
- 10:15 a.m. Assistant Superintendent of Administration..... Bill Brothers  
Department Update
- Policy
- 10:30 a.m. Expulsion Process Review..... Leonard Dietzen
- 11:30 a.m. Lunch
- 12:30 p.m. Transportation Department Update ..... Jimmy Wilkerson
- 12:45 p.m. Facilities Department Update ..... Mark Carver
- New Admin/District Office Construction Project
  - Energy Savings
  - District-owned Property Adjacent to Heinking Property
- 1:45 p.m. Assistant Superintendent of Instruction.....Janene Fitzpatrick  
Department Update
- Reading Plan
  - Master In-Service Plan (**pgs. 2-57**)
- 2:15 p.m. Student Services Department Update ..... Debbie Land
- Additional Hours/Coordinator of Student and Family Support  
Department
  - Reclassification of Toni Greenberg's Position
  - Contract – Healthy Schools, LLC (**pgs. 58-65**)
- 3:00 p.m. Superintendent Update..... Ted Roush
- 3:30 p.m. Adjourn

## Amendment to 2018-2019 NEFEC Master Inservice Plan

### Additions and Revisions

Page numbers in the upper right hand corner are for ease of school board adoption only.

Pg.	Component Format Change to High Quality		
1	Reading Difficulties, Disabilities and Dyslexia *	No other change	
Component Number Change:		From:	To:
5	Language Reading Connection	1-400-001	2-409-001
9	English Language Learners for Therapists	1-705-031	8-700-001
13	Universal Design for Learning Lesson Plans	2-408-003	2-404-001
17	Multi-Tiered System of Support: An Introduction	7-415-002 / 6pts	8-415-001 / 5pts
New Component		Number	Points
21	Teaching Students with Disabilities in the Fine Arts*	2-100-016	20
25	DeafEd Express *	2-100-019	6
30	Integrating Standards Aligned Instruction Across Tiers	2-415-001	15
35	Usher Syndrome Screening *	4-102-007	5
39	Student Services for Inclusive Schools	7-420-001	20
43	Leadership for Inclusion of Students with Disabilities	7-513-002	20
48	Secondary Transition	8-103-108	12

\* SWD inservice points

## Reading Difficulties, Disabilities and Dyslexia Online Professional Learning Course

**IDENTIFICATION:****TITLE:** Reading Difficulties, Disabilities and Dyslexia**COMPONENT NUMBER:** 2-100-018\* / 2-013-001\*\***Function:** 2**Focus Area:** 100\* / 013\*\***Local Sequence Number:** 018\* / 001\*\***POINTS TO BE EARNED:** 20**\*Use component number for SWD inservice points.****\*\*Use component number for Reading inservice points.**

**DESCRIPTION:** Developed by the Personnel Development Support Project at the Florida Center for Interactive Media, in partnership with the Florida Department of Education as an online learning experience. This course is designed to provide participants with a better understanding of the characteristics of student reading challenges and the related instructional needs. It includes information intended to build the background knowledge and growth mindset of participants, so they are able to better meet the needs of students who face challenges with reading mastery.

**LINK(S) TO PRIORITY INITIATIVES:**

- ☒ Assessment and tracking student progress
- ☒ Continuous Improvement practices
- ☒ Instructional design and lesson planning
- ☒ Instructional leadership (as per FPLS standards)
- ☒ Learning environment (as per FEAPS standards)
- ☒ Multi-tiered System of Supports (MTSS)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)

**FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT**

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.1.3
Learning	<input checked="" type="checkbox"/> 1.2.3, 1.2.5	<input checked="" type="checkbox"/> 2.2.3, 2.2.5,	<input checked="" type="checkbox"/> 3.2.3, 3.2.5
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.3	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**IMPACT AREA(S):**

☒ Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted

**SPECIFIC LEARNER OUTCOMES:**

Upon completion of this course, participants will understand or be able to do the following:

- Define the terminology commonly associated with reading disabilities.
- Identify the characteristics of the various subtypes of reading disabilities, including dyslexia.
- Recognize the language and neurobiological basis of reading disabilities.
- Summarize current research on dyslexia.
- Explain how a multi-tiered system of supports identifies and supports students with reading difficulties/disabilities.
- Show an awareness of the four types of reading assessments.
- Describe how the problem-solving approach is used to determine the specific needs of students with reading disabilities.
- Use the progress monitoring process to engage data-based problem solving within a multi-tiered system of supports approach to serving students with a variety of reading difficulties and disabilities.
- Define what is meant by evidence-based instruction.
- Explain how to match evidence-based instruction to the instructional needs of individual students.
- Determine if and when a change in content or pedagogy is needed within an intervention.
- Consider alternative options for instruction as necessary.
- Describe the six elements of a structured literacy instructional approach/program.
- Relate the core principles of instruction that guide how the elements of structured literacy are taught.
- Explain some practices and strategies of instruction that support students with reading disabilities.
- Define what is meant by universal design for learning and instruction (UDL).
- Define what is meant by assistive technology (AT).
- Access UDL and AT technology supports for your students with a variety of reading difficulties and disabilities.
- Relate the importance of integrating AT into evidence-based and structured literacy practices.

**LEARNING PROCEDURES (Methods): B: Electronic, Interactive**

- WHAT will occur during this professional development component delivery?

Participants will be responsible to completing a thorough review of all course content. Through independent study, they will complete a pre assessment, review web sites and professional articles, identify key terms, complete interactive quizzes and Teacher Toolkit reflection activities, view any included videos, and pass a final assessment with at least 80% accuracy.

- HOW will the experiences be provided to participants during the delivery?

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links. As they work through the course participants will also complete Teacher Toolkit activities designed to assist them in the application of specific tools provided in the course. Other activities include the thorough review of selected resources and related activities.

- KEY ISSUES to be included in participant implementation agreements:

Participants must complete a pre assessment, review all unit content and any included videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of the Teacher Toolkit activities and a follow-up implementation activity designed as an application of course objectives.

**IMPLEMENTATION/MONITORING PROCEDURES:** S: Electronic, Non-Interactive

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. In this course, there are three options. For the follow-up activity, participants may choose to participate in a professional learning community (PLC) with fellow educators in the school/district, participate in a PLC with fellow literacy leaders in the school/district or present what is learned in the course to a group of colleagues.

Verification of completion of the follow-up activity by the participants' supervisor is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used by the supervisor to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course system as documentation before the participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for potential in-service credits.

**IMPACT EVALUATION PROCEDURES:** A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

**Evaluation Methods for Staff Code:** A-Changes in Instructional Practice, F-Changes in Observed Educator Proficiency

**Evaluation Methods for Students Code:** D-Observation of Student Performance

Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the

course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

**PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:** describe what will be done with the data obtained through the evaluation processes

**What other forms of evaluation data will be gathered:**

**a. What evaluation data addresses value of the PD design?**

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

**b. What evaluation data addresses quality of implementation of the PD?**

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant

- Quality of participation in the NEFEC Professional Learning Support, when appropriate

- Alignment and quality of student artifacts that participants submit in tiered level of support

- Quality of instruction that teachers demonstrate

- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

**c. Who will use these aspects of PD evaluation data?**

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Spring 2019

Departments: FDLRS, Professional Learning and Development, NEFEC

Name(s) of Component Author(s): Zoe Mahoney,Sandy Lewis

## Language Reading Connection Online Professional Learning Course

### IDENTIFICATION:

**TITLE:** Language Reading Connection

**COMPONENT NUMBER:** 2-409-001

**Function:** 2

**Focus Area:** 409

**Local Sequence Number:** 001

**POINTS TO BE EARNED:** 10

**DESCRIPTION:** Developed by the Personnel Development Support Project at the Florida Center for Interactive Media in partnership with the Florida Department of Education and the RtI Teaching Learning Connections Project at the University of Central Florida as an online learning experience. This course provides a professional development opportunity for school based Speech Language Pathologists (SLPs). The course provides SLPs with in-depth information, opportunities for practice and application and resources to assist them in performing their role in reading intervention for elementary level students, specifically in the areas of vocabulary and comprehension.

**LINK(S) TO PRIORITY INITIATIVES:** Identify the alignment of the targeted professional learning with key district priorities (select all that apply)

- ☒ Assessment and tracking student progress
- ☒ Continuous Improvement practices
- ☒ Instructional design and lesson planning
- ☒ Multi-tiered System of Supports (MTSS)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Non-Classroom Instructional staff proficiencies support student success

### FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.1.3., 3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.2, 1.2.5	<input checked="" type="checkbox"/> 2.2.3, 2.2.5,	<input checked="" type="checkbox"/> 3.2.3., 3.2.5
Implementing	<input checked="" type="checkbox"/> 1.3.1	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**IMPACT AREA(S):** Select all that apply

- ☒ Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted

## **SPECIFIC LEARNER OUTCOMES:**

Upon completion of this course, participants will understand or be able to do the following:

- Identify special education legislation that impacts the work of SLPs in schools.
- Recall Florida legislation that impacts reading.
- Explain how the roles and responsibilities of school-based SLPs have evolved.
- Discuss the process of using assessment data to make instructional decisions.
- Describe Multi-Tiered Systems of Supports (MTSS) and the problem-solving process.
- Name and explain various methods of assessment used in Florida.
- Relate the SLP's role in the processes of assessments and intervention.
- Recall research on literacy and children who are at risk for reading difficulties.
- Define Florida's Formula for Reading Success.
- Name and define the six essential components of reading instruction recognized in Florida.
- Name and define the five components of language.
- Describe intervention strategies for developing phonological awareness.
- Describe intervention strategies for developing oral language. Define the word, *vocabulary*.
- Recall the frequency of word acquisition in young children, noting the "word gap."
- Explain the three vocabulary tiers identified by Isabel Beck, et al.
- Identify strategies to help children build and utilize their vocabulary.
- Relate examples of tools that can help children increase their vocabulary.
- Name and define the components of language comprehension.
- Explain why comprehension is a complex task.
- Describe several strategies used by readers to comprehend text.
- Relate the principles of reciprocal teaching, citing best practices for reading comprehension.
- Relate the role of the SLP as literacy collaborator.
- Identify benefits and challenges in collaboration.
- Pinpoint roadblocks for collaboration and generate solutions.
- Recall models of service delivery.
- Write a goal and an objective for becoming a literacy collaborator.

## **LEARNING PROCEDURES (Methods): B: Electronic, Interactive**

- WHAT will occur during this professional development component delivery?

Participants will be responsible to completing a thorough review of all course content. Through independent study, they will complete a pre assessment, review web sites and professional articles, identify key terms, complete interactive quizzes and activities, view any included videos, and pass a final assessment with at least 80% accuracy.

- HOW will the experiences be provided to participants during the delivery?



The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links.

- KEY ISSUES to be included in participant implementation agreements:

Participants must complete a pre assessment, review all unit content and any included videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of a follow-up implementation activity designed as an application of course objectives.

**IMPLEMENTATION/MONITORING PROCEDURES: S: Electronic, Non-Interactive**

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. In this course, there are two options. For the first option, participants may choose to summarize and apply information from a reading and plan an event for professionals at the participant's school site. For the second option, they may choose to assess, observe and plan support for a student with reading difficulties, then provide vocabulary and comprehension instruction for that student.

Verification of completion of the follow-up activity by the participants' supervisor is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used by the supervisor to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course system as documentation before the participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for potential in-service credits.

**IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.**

**Evaluation Methods for Staff Code:** A-Changes in Instructional Practice, F-Changes in Observed Educator Proficiency

**Evaluation Methods for Students Code:** D-Observation of Student Performance

Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

**PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:** describe what will be done with the data obtained through the evaluation processes

**What other forms of evaluation data will be gathered:**

**a. What evaluation data addresses value of the PD design?**

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

**b. What evaluation data addresses quality of implementation of the PD?**

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant

- Quality of participation in the NEFEC Professional Learning Support, when appropriate

- Alignment and quality of student artifacts that participants submit in tiered level of support

- Quality of instruction that teachers demonstrate

- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

**c. Who will use these aspects of PD evaluation data?**

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Spring 2019

Departments: FDLRS, Professional Learning and Development, NEFEC

Name(s) of Component Author(s): Zoe Mahoney, Sandy

## English Language Learners (ELLs) for Therapists Online Professional Learning Course

### IDENTIFICATION

**TITLE:** English Language Learners (ELLs) for Therapists

**COMPONENT NUMBER:** 8-700-001

**Function:** 8

**Focus Area:** 700

**Local Sequence Number:** 001

**POINTS TO BE EARNED:** 18

**DESCRIPTION:** Developed by the Personnel Development Support Project at the Florida Center for Interactive Media in partnership with the Florida Department of Education as an online learning experience. This course is designed to provide school-based speech and language, occupational, and physical therapists an option for professional development to ensure students classified as ELL in Florida's public schools receive appropriate delivery of services per the requirements under the Florida Consent Decree. It enables these professionals to enhance their skills in working with English Language Learners.

### LINK(S) TO PRIORITY INITIATIVES:

- ☒ Assessment and tracking student progress
- ☒ Continuous Improvement practices
- ☒ Learning environment (as per FEAPS standards)
- ☒ Non-Classroom Instructional staff proficiencies support student success
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☒ Other: Florida Consent Decree

### 4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.1.3
Learning	<input checked="" type="checkbox"/> 1.2.3, 1.2.5	<input checked="" type="checkbox"/> 2.2.2, 2.2.3, 2.2.5,	<input checked="" type="checkbox"/> 3.2.3, 3.2.5
Implementing	<input checked="" type="checkbox"/> 1.3.1	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**IMPACT AREA(S):** Select all that apply

☒ Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted

**SPECIFIC LEARNER OUTCOMES:**

Upon completion of this course, participants will understand or be able to do the following:

- State the purpose of the Florida Consent Decree.
- Identify the six mandated areas of the Consent Decree.
- Summarize the ELL training requirements for related service personnel.
- State considerations for best practices in involving families from culturally and linguistically diverse backgrounds.
- Identify effective guidelines for interpreters, qualifications of interpreters, and options for language moderators when a certified interpreter who speaks in the student's native language is not available.
- Summarize best practices and ethical guidelines for utilizing interpreters and language moderators.
- Identify the legal implications of assessment and evaluation of ELLs.
- Explain recommendations for planning assessment and evaluation of ELLs.
- Describe assessment methods sensitive to the diverse profiles of ELLs.
- Identify the requirements of the Consent Decree for appropriate instruction for English Language Learners (ELLs).
- Demonstrate knowledge regarding guidance from the Office of Civil Rights (OCR) for the development of programs for ELLs.
- Identify the educational models used in Florida's local districts and schools.
- Identify the requirements of the Consent Decree for appropriate instruction for English Language Learners (ELLs).
- Demonstrate knowledge regarding guidance from the Office of Civil Rights (OCR) for the development of programs for ELLs.
- Identify the educational models used in Florida's local districts and schools.

**LEARNING PROCEDURES (Methods):** B: Electronic, Interactive

- WHAT will occur during this professional development component delivery?

Participants will be responsible to completing a thorough review of all course content. Through independent study, they will complete a pre assessment, review web sites and professional articles, identify key terms, complete interactive quizzes and activities, view any included videos, collect written reflections in a Reflection Portfolio, and pass a final assessment with at least 80% accuracy.

- HOW will the experiences be provided to participants during the delivery?

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and

websites in the online course environment and as external links. They will also collect written reflections in a Reflection Portfolio in response to questions posed throughout the course.

- KEY ISSUES to be included in participant implementation agreements:

Participants must complete a pre assessment, review all unit content and any included videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of the Reflection Portfolio and a follow-up implementation activity designed as an application of course objectives.

**IMPLEMENTATION/MONITORING PROCEDURES:** S: Electronic, Non-Interactive

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. In this course, there are two options. For the first option, participants are tasked with collaborating with an ESOL professional to research information, develop an assessment protocol/checklist, implement it with an ELL student and create a written reflection. Option two asks participants to develop an outline of best practices for involving families, write effective guidelines for interpreters, and suggest tips for effectively utilizing interpreters and language liaisons. They then must compare this outline to district information and summarize, justify and implement these practices.

Verification of completion of the follow-up activity by the participants' supervisor is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used by the supervisor to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course system as documentation before the participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for potential in-service credits.

**IMPACT EVALUATION PROCEDURES:** A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

**Evaluation Methods for Staff Code:** A-Changes in Instructional Practice, F-Changes in Observed Educator Proficiency

**Evaluation Methods for Students Code:** D-Observation of Student Performance

Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

**PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:** describe what will be done with the data obtained through the evaluation processes

**What other forms of evaluation data will be gathered:**

**a. What evaluation data addresses value of the PD design?**

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

**b. What evaluation data addresses quality of implementation of the PD?**

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant
- Quality of participation in the NEFEC Professional Learning Support, when appropriate
- Alignment and quality of student artifacts that participants submit in tiered level of support
- Quality of instruction that teachers demonstrate
- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

**c. Who will use these aspects of PD evaluation data?**

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback. Spring 2019

Departments: FDLRS, Professional Learning and Development, NEFEC

Name(s) of Component Author(s): Zoe Mahoney, Sandy Lewis

## Universal Design for Learning – Lesson Plans Online Professional Learning Course

**IDENTIFICATION:**

**TITLE:** Universal Design for Learning – Lesson Plans

**COMPONENT NUMBER:** 2-404-001

**Function:** 2

**Focus Area:** 404

**Local Sequence Number:** 001

**POINTS TO BE EARNED:** 5

**DESCRIPTION:** Developed by the Personnel Development Support Project at the Florida Center for Interactive Media, in partnership with the Florida Department of Education Bureau of Exceptional Education and Student Services as an online learning experience. This course is designed to provide educators with introductory information about the foundations and essential components of the Universal Design for Learning (UDL) framework. It will also provide them with knowledge, strategies, and tools related to designing lesson plans utilizing a UDL framework and resources.

**LINK(S) TO PRIORITY INITIATIVES:**

- ☒ Academic content standards for student achievement
- ☒ Continuous Improvement practices
- ☒ Digital Learning/Technology Infusion
- ☒ Instructional design and lesson planning
- ☒ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice – Universal Design for Learning (UDL)

**FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT**

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.1.3., 3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.3, 1.2.5	<input checked="" type="checkbox"/> 2.2.2, 2.2.4, 2.2.5	<input checked="" type="checkbox"/> 3.2.3, 3.2.4, 3.2.5
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.3	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input checked="" type="checkbox"/> 1.4.2	<input type="checkbox"/>	<input type="checkbox"/>

**IMPACT AREA(S):** Select all that apply

- ☒ Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted
- ☐ Repetitive practice leading to changes in proficiency of educator or leader on the job
- ☐ Tracking improvements in student learning growth supported by the professional learning

### **SPECIFIC LEARNER OUTCOMES:**

Upon completion of this course, participants will understand or be able to do the following:

- Describe the history and foundations of Universal Design for Learning (UDL).
- Name the three primary brain networks and the three core principles associated with UDL.
- Describe the three Guidelines associated with each of the core principles.
- Understand how to determine appropriate goals from standards and recognize which brain networks are associated with these goals.
- Anticipate barriers posed by curriculum methods, materials, and assessments.
- Determine strategies for addressing barriers during lesson planning.
- Review the application of the UDL framework, 2 questions, and POP strategy to a model lesson plan.
- Plan a standards-based lesson incorporating a UDL framework utilizing a lesson plan template.

### **LEARNING PROCEDURES (Methods): B: Electronic, Interactive**

- WHAT will occur during this professional development component delivery?

Participants will be responsible to completing a thorough review of all course content. Through independent study, they will complete a pre assessment, review web sites and professional articles, identify key terms, complete interactive quizzes and activities, view any included videos, and pass a final assessment with at least 80% accuracy.

- HOW will the experiences be provided to participants during the delivery?

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links.

- KEY ISSUES to be included in participant implementation agreements:

Participants must complete a pre assessment, review all unit content and any included videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of a follow-up implementation activity designed as an application of course objectives.

### **IMPLEMENTATION/MONITORING PROCEDURES: S: Electronic, Non-Interactive**

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. The participant will use what was learned in this course to design a lesson plan using the Universal Design for Learning (UDL) framework, implement the lesson with students and create a written reflection of these efforts. The follow-up activity contains a lesson plan template that can be utilized by the participant and guidance related to the completion of the reflection questions.



Verification of completion of the follow-up activity by the participants' supervisor is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used by the supervisor to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course system as documentation before the participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for in-service credits.

**IMPACT EVALUATION PROCEDURES:** A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

**Evaluation Methods for Staff Code:** A-Changes in Instructional Practice, F-Changes in Observed Educator Proficiency

**Evaluation Methods for Students Code:** D-Observation of Student Performance

Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

**PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:** describe what will be done with the data obtained through the evaluation processes

**What other forms of evaluation data will be gathered:**

**a. What evaluation data addresses value of the PD design?**

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

**b. What evaluation data addresses quality of implementation of the PD?**

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant

- Quality of participation in the NEFEC Professional Learning Support, when appropriate

- Alignment and quality of student artifacts that participants submit in tiered level of support

- Quality of instruction that teachers demonstrate

- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

**c. Who will use these aspects of PD evaluation data?**

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Spring 2019

Departments: FDLRS, Professional Learning and Development, NEFEC

Name(s) of Component Author(s): Zoe Mahoney, Sandy Lewis

## Multi-tiered System of Support: An Introduction Online Professional Learning Course

### IDENTIFICATION:

**TITLE:** Multi-tiered System of Support: An Introduction

**COMPONENT NUMBER:** 8-415-001

**Function:** 8

**Focus Area:** 415

**Local Sequence Number:** 001

**POINTS TO BE EARNED:** 5

**DESCRIPTION:** Developed by the Personnel Development Support Project at the Florida Center for Interactive Media in partnership with the Florida Department of Education and the Problem Solving and Response to Intervention Project at the University of South Florida as an online learning experience. This course is designed to provide participants with a foundational understanding of a multi-tiered system of supports (MTSS).

### LINK(S) TO PRIORITY INITIATIVES:

- ☒ Assessment and tracking student progress
- ☒ Continuous Improvement practices
- ☒ Evaluation system indicators/rubrics/components
- ☒ Instructional leadership (as per FPLS standards)
- ☒ Multi-tiered System of Supports (MTSS)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Regulatory or compliance requirements

### FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input type="checkbox"/>
Learning	<input checked="" type="checkbox"/> 1.2.3, 1.2.5	<input checked="" type="checkbox"/> 2.2.3, 2.2.5,	<input checked="" type="checkbox"/> 3.2.3.
Implementing	<input checked="" type="checkbox"/> 1.3.1	<input checked="" type="checkbox"/> 2.2.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### IMPACT AREA(S):

- ☒ Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted

### SPECIFIC LEARNER OUTCOMES:

Upon completion of this course, participants will understand or be able to do the following:

- Understand the context for an MTSS.
- Understand foundational concepts of an MTSS.
- Understand the conceptual underpinnings of MTSS.
- Understand the critical components of Tier 1, Tier 2, and Tier 3.
- Identify issues critical to the implementation of an MTSS.
- Know the four steps of the problem-solving process.
- Understand and recognize the logic of the four steps of the problem-solving process within the tiered levels of support.
- Be able to apply the four steps of the problem-solving process within the tiered levels of support.
- Understand how special education relates to an MTSS.
- Know the evaluation process for disabilities within an MTSS.
- Understand Specially Designed Instruction (SDI) and how SDI is provided within MTSS.
- Apply the foundational concepts and critical components of an MTSS to a case example.
- Apply the four steps of the problem-solving process using data.

**LEARNING PROCEDURES (Methods): B: Electronic, Interactive**

- WHAT will occur during this professional development component delivery?

Participants will be responsible to completing a thorough review of all course content. Through independent study, they will complete a pre assessment, review web sites and professional articles, identify key terms, complete interactive quizzes and activities, collect responses in the provided Reflection Journal, view any included videos, and pass a final assessment with at least 80% accuracy.

- HOW will the experiences be provided to participants during the delivery?

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links. They will also be required to collect written reflections in a Reflection Journal as they work through the course.

- KEY ISSUES to be included in participant implementation agreements:

Participants must complete a pre assessment, review all unit content and any included videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of the Reflection Journal and a follow-up implementation activity designed as an application of course objectives.

**IMPLEMENTATION/MONITORING PROCEDURES: S: Electronic, Non-Interactive**

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. In this course, there are three options. For the follow-up activity, participants may choose to either conduct a presentation to colleagues, participate in a professional study group, or complete a set of written responses analyzing what they have learned.

Verification of completion of the follow-up activity by the participants' supervisor is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used by the supervisor to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course system as documentation before the participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for potential in-service credits.

**IMPACT EVALUATION PROCEDURES:** A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

**Evaluation Methods for Staff Code:** A-Changes in Instructional Practice, F-Changes in Observed Educator Proficiency

**Evaluation Methods for Students Code:** D-Observation of Student Performance

Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

**PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:** describe what will be done with the data obtained through the evaluation processes

**What other forms of evaluation data will be gathered:**

**a. What evaluation data addresses value of the PD design?**

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed

by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

**b. What evaluation data addresses quality of implementation of the PD?**

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant

- Quality of participation in the NEFEC Professional Learning Support, when appropriate

- Alignment and quality of student artifacts that participants submit in tiered level of support

- Quality of instruction that teachers demonstrate

- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

**c. Who will use these aspects of PD evaluation data?**

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.Spring 2019

Departments: FDLRS, Professional Learning and Development, NEFEC

Name(s) of Component Author(s): Zoe Mahoney, Sandy Lewis

## Teaching Students with Disabilities in the Fine Arts Online Professional Learning Course

### IDENTIFICATION:

**TITLE:** Teaching Students with Disabilities in the Fine Arts

**COMPONENT NUMBER:** 2-100-016

**Function:** 2

**Focus Area:** 100

**Local Sequence Number:** 016

**POINTS TO BE EARNED:** 20

**DESCRIPTION:** Developed by the Personnel Development Support Project at the Florida Center for Interactive Media, in partnership with the Florida Department of Education Bureau of Exceptional Education and Student Services, the Florida Music Educators' Association, Florida State University and the Florida Division of Cultural Affairs as an online learning experience. This course provides educators of music, visual arts, dance and theatre information about the foundations of exceptional student education, the provision of services for students with disabilities and instructional practices that can be used not only for students with disabilities, but with all students. The course provides participants with a historical overview of state and federal legislation and the impact of the legislation on the education of students with disabilities. It includes information on a multi-tiered system of supports and the problem-solving process. It also provides a brief overview of Florida's exceptional student education policies and procedures and models of support.

### LINK(S) TO PRIORITY INITIATIVES:

- ☒ Assessment and tracking student progress
- ☒ Continuous Improvement practices
- ☒ Instructional design and lesson planning
- ☒ Learning environment (as per FEAPS standards)
- ☒ Multi-tiered System of Supports (MTSS)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Regulatory or compliance requirements

### FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.1.3
Learning	<input checked="" type="checkbox"/> 1.2.2, 1.2.3, 1.2.5	<input checked="" type="checkbox"/> 2.2.3, 2.2.5,	<input checked="" type="checkbox"/> 3.2.3, 3.2.5
Implementing	<input checked="" type="checkbox"/> 1.3.1	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**IMPACT AREA(S):** Select all that apply

- ☒ Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted
- ☐ Repetitive practice leading to changes in proficiency of educator or leader on the job
- ☐ Tracking improvements in student learning growth supported by the professional learning

**SPECIFIC LEARNER OUTCOMES:**

Upon completion of this course, participants will understand or be able to do the following:

- Describe the five major federal laws that have impacted the education of students with disabilities.
- Describe the three levels of support in a multi-tiered system of supports.
- Describe the steps that must be included in the exceptional student education process.
- List the range of placement options when providing services for students with disabilities.

**LEARNING PROCEDURES (Methods):** B: Electronic, Interactive

- WHAT will occur during this professional development component delivery?

Participants will be responsible to completing a thorough review of all course content. Through independent study, they will complete a pre assessment, review web sites and professional articles, identify key terms, complete interactive quizzes and activities, view any included videos, and pass a final assessment with at least 80% accuracy.

- HOW will the experiences be provided to participants during the delivery?

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links.

- KEY ISSUES to be included in participant implementation agreements:

Participants must complete a pre assessment, review all unit content and any included videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of a follow-up implementation activity designed as an application of course objectives.

**IMPLEMENTATION/MONITORING PROCEDURES:** S: Electronic, Non-Interactive

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. In this course, there are two options. For the first option, participants may choose to complete an instructional plan, which requires the participant to follow specific steps to create a written plan, including a pre-assessment and summative assessment. The second option, a written reflection, requires the participant to review an IEP and write 600 words on how the course content would assist the instructor in meeting the needs of the student and help them achieve academic success.



Verification of completion of the follow-up activity by the participants' supervisor is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used by the supervisor to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course system as documentation before the participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for potential in-service credits.

**IMPACT EVALUATION PROCEDURES:** A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

**Evaluation Methods for Staff Code:** A-Changes in Instructional Practice, F-Changes in Observed Educator Proficiency

**Evaluation Methods for Students Code:** D-Observation of Student Performance

Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

**PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:** describe what will be done with the data obtained through the evaluation processes

**What other forms of evaluation data will be gathered:**

**a. What evaluation data addresses value of the PD design?**

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

**b. What evaluation data addresses quality of implementation of the PD?**

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant

- Quality of participation in the NEFEC Professional Learning Support, when appropriate

- Alignment and quality of student artifacts that participants submit in tiered level of support

- Quality of instruction that teachers demonstrate

- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

**c. Who will use these aspects of PD evaluation data?**

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Spring 2019

Departments: FDLRS, Professional Learning and Development, NEFEC

Name(s) of Component Author(s): Zoe Mahoney, Sandy Lewis

## DeafEd EXPRESS

### IDENTIFICATION

**Title:** DeafEd Express

**Component Number:** 2-100-019

**Function:** 2 – Instructional Methodology/Faculty Development

**Focus Area:** 100 – Instructional Strategies

**Local Sequence Number:** 019

**Points to Be Earned:** 6

**DESCRIPTION:** Developed by the Personnel Development Support Project (PDSP) at the Florida Center for Interactive Media in partnership with the Florida Department of Education and the Resource Materials and Technology Center for the Deaf and Hard of Hearing (RMTC-D/HH) as an online learning experience. This professional development opportunity provides a foundation for educators working with students who are deaf or hard of hearing. The purpose of this course is to increase the range and depth of best practices used by educators and other professionals in order to positively impact the achievement of students who are deaf or hard of hearing.

### LINK(S) TO PRIORITY INITIATIVES:

- ☒ Assessment and tracking student progress
- ☒ Continuous Improvement practices
- ☒ Digital Learning/Technology Infusion
- ☒ Mastery of a specific instructional practice
- ☒ Non-Classroom Instructional staff proficiencies support student success
- ☒ Other: Strategies specific to students who are deaf or hard of hearing

### FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.3.3., 3.1.5., 3.1.7.
Learning	<input checked="" type="checkbox"/> 1.2.2, 1.2.3, 1.2.5	<input checked="" type="checkbox"/> 2.2.2, 2.2.5,	<input checked="" type="checkbox"/> 3.2.3.
Implementing	<input checked="" type="checkbox"/> 1.3.1	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### IMPACT AREA

- ☒ Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted

## **SPECIFIC LEARNER OUTCOMES:**

Upon completion of this course, participants will understand or be able to do the following:

- List three myths or misconceptions related to people who are deaf or hard of hearing.
- List three educational approaches for students who are deaf or hard of hearing.
- List ESE eligibility requirements for students who are deaf or hard of hearing.
- Describe the continuum of least restrictive placement for students who are deaf or hard of hearing.
- Describe the unique roles and responsibilities of IEP team members.
- Describe three types of hearing loss, and what part of the hearing system(s) is impacted for each.
- Relate the information provided on an audiogram.
- Explain the Functional Listening Evaluation and the information it provides.
- Identify types of amplification options.
- Describe the levels of auditory and receptive skills.
- Identify auditory learning and communication strategies.
- Explain the role of the interpreter.
- Recall the two methods of captioning available.
- Describe how supporting linguistic access, through either visual or auditory channels, impacts language development.
- Explain how research suggests the use of sign language may benefit all students.
- Summarize the reasons parents are the key to language and literacy development.
- Name at least two ways delays and deficits in language affects academic growth and outcomes.
- State the reasons language assessments are critical to the IEP team when working with students who are deaf or hard of hearing.
- Describe challenges students who are deaf or hard of hearing face when learning English syntax.
- Describe differences between English and ASL syntax.
- Describe one reason why students who are deaf or hard of hearing struggle with English semantics.
- Describe one reason why students who are deaf or hard of hearing may have difficulty with pragmatics of a communication event.
- Describe strategies for increasing a student's vocabulary acquisition.
- List communication breakdowns caused by the speaker, including ways to resolve the problems.
- List communication breakdowns caused by the listener and the skills students need to learn to resolve the problems.
- List environmental challenges which may contribute to communication breakdowns and what can be done to resolve the problems.
- List ways teachers can provide supports for students to independently improve access and participation.
- List strategies students can implement to fix communication and access breakdowns.

**LEARNING PROCEDURES (Methods): B: Electronic, Interactive**

- WHAT will occur during this professional development component delivery?

Participants will be responsible to completing a thorough review of all course content. Through independent study, they will complete a pre assessment, review web sites and professional articles, identify key terms, complete interactive quizzes and activities, view any included videos, and pass a final assessment with at least 80% accuracy.

- HOW will the experiences be provided to participants during the delivery?

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links.

- KEY ISSUES to be included in participant implementation agreements:

Participants must complete a pre assessment, review all unit content and any included videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of a follow-up implementation activity designed as an application of course objectives.

**IMPLEMENTATION/MONITORING PROCEDURES: S: Electronic, Non-Interactive**

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. In this course, there are two options. For the follow-up activity, participants may choose to write an explanation of services for a student who is deaf or hard of hearing to inform a general education teacher receiving a student with hearing loss for the first time. Or participants can select four accommodations for students who are deaf and hard of hearing from the course and describe the impact on student access and participation.

Verification of completion of the follow-up activity by the participants' supervisor is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used by the supervisor to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course system as documentation before the participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for potential in-service credits.

**IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.**

**Evaluation Methods for Staff Code:** A-Changes in Instructional Practice, F-Changes in Observed Educator Proficiency

**Evaluation Methods for Students Code:** D-Observation of Student Performance

Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

**PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:** describe what will be done with the data obtained through the evaluation processes

**What other forms of evaluation data will be gathered:**

**a. What evaluation data addresses value of the PD design?**

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

**b. What evaluation data addresses quality of implementation of the PD?**

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant
- Quality of participation in the NEFEC Professional Learning Support, when appropriate
- Alignment and quality of student artifacts that participants submit in tiered level of support
- Quality of instruction that teachers demonstrate
- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

**c. Who will use these aspects of PD evaluation data?**

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Spring 2019

Departments: FDLRS, Professional Learning and Development, NEFEC

Name(s) of Component Author(s): Zoe Mahoney, Sandy

## Integrating Standards Aligned Instruction Across the Tiers Online Professional Learning Course

### IDENTIFICATION

**TITLE:** Integrating Standards Aligned Instruction Across the Tiers

**COMPONENT NUMBER:** 2-415-001

**Function:** 2

**Focus Area:** 415

**Local Sequence Number:** 001

**POINTS TO BE EARNED:** 15

**DESCRIPTION:** Developed by the Personnel Development Support Project at the Florida Center for Interactive Media in partnership with the Florida Department of Education and the Problem Solving and Response to Intervention Project at the University of South Florida as an online learning experience. This course outlines how educators can link the Florida Standards, Florida's Multi-tiered System of Supports (MTSS), and Universal Design for Learning (UDL), together to help every student experience academic success and full inclusion in the educational process. It will present effective and efficient strategies to ensure that all instruction, regardless of the tier of delivery, is aligned with the scope, sequence, and pacing of instruction in Tier 1 and is aligned with grade-level standards. The course contains many resources and references to provide more information, examples or models and tools that can be used in one's own educational setting.

**LINK(S) TO PRIORITY INITIATIVES:** Identify the alignment of the targeted professional learning with key district priorities (select all that apply)

- ☒ Assessment and tracking student progress
- ☒ Continuous Improvement practices
- ☒ Instructional design and lesson planning
- ☒ Learning environment (as per FEAPS standards)
- ☒ Multi-tiered System of Supports (MTSS)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Non-Classroom Instructional staff proficiencies support student success
- ☒ Organizational leadership proficiencies (as per FPLS)

### FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.1.3
Learning	<input checked="" type="checkbox"/> 1.2.3, 1.2.5	<input checked="" type="checkbox"/> 2.2.2, 2.2.3,	<input checked="" type="checkbox"/> 3.2.3, 3.2.5
Implementing	<input checked="" type="checkbox"/> 1.3.1	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input checked="" type="checkbox"/> 1.4.2	<input type="checkbox"/>	<input type="checkbox"/>



**IMPACT AREA(S):** Select all that apply

- ☒ Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted
- ☒ Tracking improvements in student learning growth supported by the professional learning

**SPECIFIC LEARNER OUTCOMES:**

Upon completion of this course, participants will understand or be able to do the following:

- It is necessary to have both the skills and the aspirations to fully understand and apply strategies and professional behaviors that facilitate standards-aligned instruction and assessment across the MTSS tiers in all content areas.
- It is critical for every educator to develop the knowledge, skills, attitudes, and behaviors (practices) to ensure instruction and assessment is delivered across all tiers aligned with the scope, sequence, and pacing of instruction in Tier 1 and within grade-level standards.
- It is essential to use Universal Design for Learning to ensure that all children have the ability to access and meet the Florida Standards, to hold every student to high academic standards, and to encourage these practices in others.
- Responsibility for learning is shared within a learning community through collaborative planning.
- Essential needs of all students include availability of equitable instruction.
- Transferability of learning is maximized when standards-aligned instruction across tiers is collaboratively planned.
- Responsibility for discerning the expectations of the standards is shared within the classroom between the teacher and students.
- Understanding universal education as integrating standards across tiers through a backwards design begins with desired results.
- Prioritizing standards-aligned criteria for data-driven instruction across tiers begins with determining desired outcomes, and this process drives considerations of assessment evidence during the initial stages of instructional design.
- Translating standards aligned-criteria into assessment evidence is accomplished through close analysis of data of, for and as learning takes place and examination of how this is being translated across the tiers.
- The student role in data-driven instruction across tiers is one of direct participation, and during the process of instructional design educators assist students by planning effective processes of including them, including formulating plans on how to effectively respond to cues provided from instruction that is taking place.
- Leveraging standards-aligned instruction across the tiers creates an environment that facilitates the learning of all students.
- Interventions, supports, scaffolds, and accommodations can be integrated within learning experiences to strengthen them.
- Flexible design provides opportunities for all students to access standards-aligned instruction across the tiers.

**LEARNING PROCEDURES (Methods): B: Electronic, Interactive**

- WHAT will occur during this professional development component delivery?

Participants will be responsible to completing a thorough review of all course content. Through independent study, they will complete a pre assessment, review web sites and professional articles, identify key terms, complete interactive quizzes and activities, view any included videos, develop reflections by completing the performance-based assessment questions, and pass a final assessment with at least 80% accuracy.

- HOW will the experiences be provided to participants during the delivery?

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links. They will also be required to complete written reflections as a part of the performance-based assessment questions.

- KEY ISSUES to be included in participant implementation agreements:

Participants must complete a pre assessment, review all unit content and any included videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of the performance-based assessment and a follow-up implementation activity designed as an application of course objectives.

**IMPLEMENTATION/MONITORING PROCEDURES: S: Electronic, Non-Interactive**

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. In this course, there are three options for participants to choose from. The first option consists of a targeted observation and feedback meeting with an administrator, coach, or mentor teacher to share evidence from the required Performance Based Assessment – Case Study. The second is the participation in a professional learning community (PLC) that meets to discuss the objectives and reflection questions provided. Or the third which is the creation of a written, video, or audio reflection in response to the unit-specific Performance Based Assessment – Case Study sections.

Verification of completion of the follow-up activity by the participants' supervisor is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used by the supervisor to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course system as documentation before the participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for potential in-service credits.

**IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator**

proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

**Evaluation Methods for Staff Code:** A-Changes in Instructional Practice, F-Changes in Observed Educator Proficiency

**Evaluation Methods for Students Code:** D-Observation of Student Performance

Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

**PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:** describe what will be done with the data obtained through the evaluation processes

**What other forms of evaluation data will be gathered:**

**a. What evaluation data addresses value of the PD design?**

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

**b. What evaluation data addresses quality of implementation of the PD?**

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant

- Quality of participation in the NEFEC Professional Learning Support, when appropriate

- Alignment and quality of student artifacts that participants submit in tiered level of support

- Quality of instruction that teachers demonstrate

- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

**c. Who will use these aspects of PD evaluation data?**

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Spring 2019

Departments: FDLRS, Professional Learning and Development, NEFEC

Name(s) of Component Author(s): Zoe Mahoney, Sandy Lewis

## Usher Syndrome Screening Online Professional Learning Course

**IDENTIFICATION:****TITLE:** Usher Syndrome Screening**COMPONENT NUMBER:** 4-102-007**Function:** 4**Focus Area:** 102**Local Sequence Number:** 007**POINTS TO BE EARNED:** 5

**DESCRIPTION:** Developed by the Personnel Development Support Project at the Florida Center for Interactive Media, in partnership with the Florida Department of Education Bureau of Exceptional Education and Student Services and the Resource Materials and Technology Center for the Deaf and Hard of Hearing (RMTC-D/HH) as an online learning experience. This course provides a professional development opportunity to help school personnel in conducting screenings for Usher syndrome per Exceptional Student Education Eligibility for Students Who Are Deaf or Hard-of-Hearing, 6A-6.03013(6), F.A.C. The course provides information on Usher syndrome; instructions on how to conduct a screening, including the actual forms needed to conduct a screening; and guidelines pertaining to the next steps after the screening.

**LINK(S) TO PRIORITY INITIATIVES:** Identify the alignment of the targeted professional learning with key district priorities (select all that apply)

☒ Assessment and tracking student progress

☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)

☒ Regulatory or compliance requirements

☒ Other: Conducting screenings for Usher syndrome per Exceptional Student Education Eligibility for Students Who Are Deaf or Hard-of-Hearing per 6A-6.03013(6), F.A.C.

**FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT**

	Educator	School	District
Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning	<input checked="" type="checkbox"/> 1.2.5	<input checked="" type="checkbox"/> 2.2.5,	<input checked="" type="checkbox"/> 3.2.5
Implementing	<input checked="" type="checkbox"/> 1.3.3	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**IMPACT AREA(S):** Select all that apply

☒ Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted

**SPECIFIC LEARNER OUTCOMES:**

Upon completion of this course, participants will understand or be able to do the following:

- Define Usher syndrome.
- Define dual sensory impairment.
- Explain the concern with students being under-identified.
- Explain why Usher syndrome screening is important and who must participate.
- List individuals involved in performing the Usher syndrome screening.
- Explain the parts of an audiogram.
- Identify the degrees of hearing loss.
- Name three types of hearing loss.
- Describe the vision loss symptoms first experienced by someone who has Usher syndrome.
- Describe the field of vision experienced by someone who has Usher syndrome.
- Describe the characteristics of the three types of Usher syndrome.
- Identify the audiogram associated with each type of Usher syndrome.
- The types of audiograms or hearing loss that do not need to move onto paper screening.
- The types of audiograms or hearing loss that need further screening.
- Describe the purpose of the letter of notification and the required process if a parent or guardian refuses screening.
- Identify and implement three questionnaires which are part of the paper screening process.
- Identify the three parts to the on-site screening.
- Identify the people, materials, and room set up necessary to complete the on-site screening.
- Identify the procedures for each of the on-site screenings.
- Compile and interpret all screening activity results.
- Identify when pass, re-check, or refer the student for a medical diagnostic genetic evaluation.
- Submit outcome information to the IEP team and parent or guardian, that includes applicable referral information.

**LEARNING PROCEDURES (Methods): B: Electronic, Interactive**

- WHAT will occur during this professional development component delivery?

Participants will be responsible to completing a thorough review of all course content. Through independent study, they will complete a pre assessment, review web sites and professional articles, identify key terms, complete interactive quizzes and activities, view any included videos, and pass a final assessment with at least 80% accuracy.

- HOW will the experiences be provided to participants during the delivery?

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links.

- KEY ISSUES to be included in participant implementation agreements:

Participants must complete a pre assessment, review all unit content and any included videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of a follow-up implementation activity designed as an application of course objectives.

**IMPLEMENTATION/MONITORING PROCEDURES: S: Electronic, Non-Interactive**

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. For the follow-up activity, participants must select a student from their district and complete an Usher syndrome screening using the steps outlined in this course and write up their results in a narrative format explaining the findings and why the student was considered low or high risk.

Verification of completion of the follow-up activity by the district contact person for Usher syndrome or the Resource Materials and Technology Center for the Deaf and Hard of Hearing is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course system as documentation before the participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for in-service credits.

**IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.**

**Evaluation Methods for Staff Code:** A-Changes in Instructional Practice, F-Changes in Observed Educator Proficiency

**Evaluation Methods for Students Code:** D-Observation of Student Performance

Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

**PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:** describe what will be done with the data obtained through the evaluation processes

**What other forms of evaluation data will be gathered:**

**a. What evaluation data addresses value of the PD design?**

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

**b. What evaluation data addresses quality of implementation of the PD?**

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant

- Quality of participation in the NEFEC Professional Learning Support, when appropriate

- Alignment and quality of student artifacts that participants submit in tiered level of support

- Quality of instruction that teachers demonstrate

- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

**c. Who will use these aspects of PD evaluation data?**

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Spring 2019

Departments: FDLRS, Professional Learning and Development, NEFEC

Name(s) of Component Author(s): Zoe Mahoney, Sandy Lewis



## **Student Services for Inclusive Schools Online Professional Learning Course**

### **IDENTIFICATION:**

**TITLE:** Student Services for Inclusive Schools

**COMPONENT NUMBER:** 7-420-001

**Function:** 7

**Focus Area:** 420

**Local Sequence Number:** 001

**POINTS TO BE EARNED:** 20

**DESCRIPTION:** Developed by the Personnel Development Support Project at the Florida Center for Interactive Media in partnership with Florida Department of Education and the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center as an online learning experience. This course is designed for state and district student service personnel, college and university trainers, pre-service professionals, and other educational stakeholders to gain a basic understanding of the integrated role that student service personnel play in ensuring positive student outcomes for students with disabilities in Florida schools. The course provides participants with knowledge and skills related to the integrated role of the student services professional in the advancement of all students, including students with disabilities. Collaborative support efforts within the school, alongside families, and through the community while also incorporating and supporting students with disabilities in inclusive settings will be discussed. Much emphasis will be placed on how effective participation in data-based problem-solving within a multi-tiered system of supports can positively impact student outcomes.

### **LINK(S) TO PRIORITY INITIATIVES:**

- ☒ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous Improvement practices
- ☒ Learning environment (as per FEAPS standards)
- ☒ Multi-tiered System of Supports (MTSS)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Non-Classroom Instructional staff proficiencies support student success
- ☒ Professional and ethical behavior

## FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.1.5., 3.1.7.
Learning	<input checked="" type="checkbox"/> 1.2.5	<input checked="" type="checkbox"/> 2.2.5,	<input checked="" type="checkbox"/> 3.2.5
Implementing	<input checked="" type="checkbox"/> 1.3.3	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### IMPACT AREA(S):

☒ Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted

### SPECIFIC LEARNER OUTCOMES:

Upon completion of this course, participants will understand or be able to do the following:

- Establish a current and accurate knowledge base about students with disabilities required to effectively contribute to integrated services for all students.
- Accurately define the meaning of inclusive schools and describe, from a student services perspective, how to make a meaningful impact.
- Explain the necessity of contributions of student service professionals to a collaborative, integrated school culture for student success.
- Explain how to integrate student services expertise to provide effective leadership at the school and district levels to benefit all students, including those with disabilities.
- Recognize the important contributions that student service professionals make to school-based problem-solving teams to ensure every student succeeds.

### LEARNING PROCEDURES (Methods): B: Electronic, Interactive

- WHAT will occur during this professional development component delivery?

Participants will be responsible to completing a thorough review of all course content. Through independent study, they will complete a pre assessment, review web sites and professional articles, identify key terms, complete interactive quizzes and activities, view any included videos, collect required written reflections in the provided participant Course Workbook and pass a final assessment with at least 80% accuracy.

- HOW will the experiences be provided to participants during the delivery?

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links. They will be provided a digital copy of

the Course Workbook which they can complete digitally or print out and complete in a handwritten format as they work through the course.

- KEY ISSUES to be included in participant implementation agreements:

Participants must complete a pre assessment, review all unit content and any included videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of the reflections captured in the provided Course Workbook and a follow-up implementation activity designed as an application of course objectives.

**IMPLEMENTATION/MONITORING PROCEDURES:** S: Electronic, Non-Interactive

In addition to the collection of written reflections to questions posed throughout the course in the Course Workbook, participants completing this component will be required to complete a follow-up activity option designed as an application of the knowledge gained. In this course, there are two options. For the follow-up activity, participants may choose either a generic option that asks participants to work through the 13 Take Action prompts in the FDOE Integrated Student Services in Schools: Action Guide or an option that is specific to each student service role.

Verification of completion of the follow-up activity by the participants' supervisor is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used by the supervisor to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course system as documentation before the participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for potential in-service credits.

**IMPACT EVALUATION PROCEDURES:** A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

**Evaluation Methods for Staff Code:** A-Changes in Instructional Practice, F-Changes in Observed Educator Proficiency

**Evaluation Methods for Students Code:** D-Observation of Student Performance

Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also

inform decisions with regard to needed additional professional learning based upon reflective opportunities.

**PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:** describe what will be done with the data obtained through the evaluation processes

**What other forms of evaluation data will be gathered:**

**a. What evaluation data addresses value of the PD design?**

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

**b. What evaluation data addresses quality of implementation of the PD?**

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant

- Quality of participation in the NEFEC Professional Learning Support, when appropriate

- Alignment and quality of student artifacts that participants submit in tiered level of support

- Quality of instruction that teachers demonstrate

- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

**c. Who will use these aspects of PD evaluation data?**

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Spring 2019

Departments: FDLRS, Professional Learning and Development, NEFEC

Name(s) of Component Author(s): Zoe Mahoney, Sandy Lewis

## Leadership for Inclusion of Students with Disabilities Online Professional Learning Course

**IDENTIFICATION:****TITLE:** Leadership for Inclusion of Students with Disabilities**COMPONENT NUMBER:** 7-513-002**Function:** 7**Focus Area:** 513**Local Sequence Number:** 002**POINTS TO BE EARNED:** 20

**DESCRIPTION:** Developed by the Personnel Development Support Project at the Florida Center for Interactive Media in partnership with Florida Department of Education and the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center as an online learning experience. This course is designed to provide participants with research-based information, best practice and specific resources and examples related to school leadership that supports positive outcomes for students with disabilities within effective inclusive schools. The course addresses the varied dimensions of school and collaborative leadership necessary to foster collective responsibility for students with disabilities, including the important partnerships with parents and families. In addition, it addresses the role of district leaders in supporting effective instruction for students with disabilities.

**LINK(S) TO PRIORITY INITIATIVES:**

- ☒ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Instructional leadership (as per FPLS standards)
- ☒ Learning environment (as per FEAPS standards)
- ☒ Multi-tiered System of Supports (MTSS)
- ☒ Organizational leadership proficiencies (as per FPLS)
- ☒ Professional and ethical behavior

**FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT**

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.1.3., 3.1.5., 3.1.6
Learning	<input checked="" type="checkbox"/> 1.2.3, 1.2.5	<input checked="" type="checkbox"/> 2.2.3, 2.2.5,	<input checked="" type="checkbox"/> 3.2.3, 3.2.5
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.4.2	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**IMPACT AREA(S):**

☒ Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted

**SPECIFIC LEARNER OUTCOMES:**

Upon completion of this course, participants will understand or be able to do the following:

- Define the terms disability and special education.
- Name the 13 areas of disability identified by federal law.
- State the importance of outcomes for students with disabilities.
- Explain special education in the context of current accountability requirements.
- Recognize examples of leadership standards and ethics.
- Describe the importance of school leadership for all students.
- Identify dimensions of leadership with a focus on students with disabilities.
- Define what inclusion means.
- Identify how inclusion is officially defined in the state of Florida.
- Tell how often students with disabilities are included in general education classrooms.
- Describe the basis for inclusion in federal law.
- Describe qualities of effective inclusive schools.
- Relate common challenges to inclusion.
- Describe resources for overcoming challenges to inclusion.
- Identify types of changes that are needed to develop an effective inclusive school.
- Recognize what can be learned from teachers' beliefs about inclusive schools.
- Identify types of principal leadership that relate to improving student outcomes.
- Explain how areas of principal leadership relate to the development of effective inclusive schools.
- Explain the importance of high expectations for students with disabilities.
- Identify key dimensions of instructional leadership related to students with disabilities.
- Relate collective and distributed forms of leadership to students with disabilities.
- Explain the importance of a collaborative culture for student and teacher success.
- Describe characteristics of collaborative work by school professionals.
- Describe key leadership practices for principals to promote and sustain collaboration.
- Identify major structures that enable teachers and specialists to collaborate in support of inclusive education.
- Consider the impact of IDEA on parental rights.
- Identify benefits of parent/professional partnering.
- Compare and contrast the traditional family involvement model to the parent/professional partnership model.
- Pinpoint key professional behaviors that facilitate successful collaborative relationships.
- Explore ways parents can support student achievement in special education.
- Describe how challenges facing principals become more manageable with system-wide leadership teams that oversee focused initiatives and monitor agreed upon practices.
- Explain how results-driven accountability is changing the ways that local special education administrators interact with principals to foster excellent and inclusive teaching and learning.

- Identify four strategies LSEAs or district exceptional student education (ESE) directors in Florida can demonstrate when supporting school leaders in serving students with disabilities.
- List ways in which principals and special education administrators can work together to create cohesive and inclusive instructional leadership for all learners.

**LEARNING PROCEDURES (Methods):** B: Electronic, Interactive

- WHAT will occur during this professional development component delivery?

Participants will be responsible to completing a thorough review of all course content. Through independent study, they will complete a pre assessment, review web sites and professional articles, identify key terms, complete interactive quizzes and activities, view any included videos, collect required written reflections in the provided participant Course Workbook and pass a final assessment with at least 80% accuracy.

- HOW will the experiences be provided to participants during the delivery?

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links. They will be provided a digital copy of the Course Workbook which they can complete digitally or print out and complete in a handwritten format as they work through the course.

- KEY ISSUES to be included in participant implementation agreements:

Participants must complete a pre assessment, review all unit content and any included videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of the reflections captured in the provided Course Workbook and a follow-up implementation activity designed as an application of course objectives.

**8. IMPLEMENTATION/MONITORING PROCEDURES:** S: Electronic, Non-Interactive

In addition to the collection of written reflections to questions posed throughout the course in the Course Workbook, participants completing this component will be required to complete a follow-up activity option designed as an application of the knowledge gained. In this course, there are two options. For the follow-up activity, participants may choose to conduct an awareness presentation for colleagues or engage in professional discourse through participation in a professional learning community (PLC).

Verification of completion of the follow-up activity by the participants' supervisor is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used by the supervisor to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course system as documentation before the participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for potential in-service credits.

**9. IMPACT EVALUATION PROCEDURES:** A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

**Evaluation Methods for Staff Code:** A-Changes in Instructional Practice, F-Changes in Observed Educator Proficiency

**Evaluation Methods for Students Code:** D-Observation of Student Performance

Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

**PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:** describe what will be done with the data obtained through the evaluation processes

**What other forms of evaluation data will be gathered:**

**a. What evaluation data addresses value of the PD design?**

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

**b. What evaluation data addresses quality of implementation of the PD?**

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant

- Quality of participation in the NEFEC Professional Learning Support, when appropriate



Alignment and quality of student artifacts that participants submit in tiered level of support  
Quality of instruction that teachers demonstrate  
Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

**c. Who will use these aspects of PD evaluation data?**

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Spring 2019

Departments: FDLRS, Professional Learning and Development, NEFEC

Name(s) of Component Author(s): Zoe Mahoney, Sandy Lewis

## Secondary Transition Online Professional Learning Course

### IDENTIFICATION:

**TITLE:** Secondary Transition

**COMPONENT NUMBER:** 8-103-108

**Function:** 8

**Focus Area:** 103

**Local Sequence Number:** 108

**POINTS TO BE EARNED:** 12

**DESCRIPTION:** Developed by the Personnel Development Support Project at the Florida Center for Interactive Media in partnership with Project 10: Transition Education Network as an online learning experience. This course provides a professional development opportunity for transition professionals. The course provides a general overview of secondary transition, including transition assessment, the Transition IEP and the Summary of Performance (SOP), including compliance aspects, and engaging students and ensuring they have self-determination and self-advocacy skills. The tenets of transition taxonomy and predictors of post-school success, such as family involvement and interagency collaboration, are embedded throughout the course.

### LINK(S) TO PRIORITY INITIATIVES:

- ☒ Continuous Improvement practices
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☒ Other: Meeting Federal and state legislative requirements for students with disabilities in regards to transition planning activities, assessment, the transition IEP, the summary of performance, self-determination and self-advocacy

### 4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.5	<input checked="" type="checkbox"/> 2.2.5	<input checked="" type="checkbox"/> 3.2.5
Implementing	<input checked="" type="checkbox"/> 1.3.3	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### IMPACT AREA(S):

- ☒ Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted

## **SPECIFIC LEARNER OUTCOMES:**

Upon completion of this course, participants will understand or be able to do the following:

- The transition taxonomy and evidence-based predictors of positive post-school outcomes.
- Essential transition services.
- The interrelatedness of the transition-related federal indicators, including how they support student success.
- Write postsecondary goals for the IEP that are measurable, aligned with transition assessment data, and reflect post-school outcomes in postsecondary education, training, employment, and/or independent living.
- Describe the legal basis, contents, and purpose of the Summary of Performance and identify the benefits of a fully developed SOP.
- Identify the key concepts of self-determination and self-advocacy for students with disabilities and describe related federal and state legislation.

## **LEARNING PROCEDURES (Methods): B: Electronic, Interactive**

- WHAT will occur during this professional development component delivery?

Participants will be responsible to completing a thorough review of all course content. Through independent study, they will complete a pre assessment, review web sites and professional articles, identify key terms, complete interactive quizzes and activities, view any included videos, and pass a final assessment with at least 80% accuracy.

- HOW will the experiences be provided to participants during the delivery?

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links.

- KEY ISSUES to be included in participant implementation agreements:

Participants must complete a pre assessment, review all unit content and any included videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of a follow-up implementation activity designed as an application of course objectives.

## **IMPLEMENTATION/MONITORING PROCEDURES: S: Electronic, Non-Interactive**

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. The activity includes a rubric the participant will use to evaluate the secondary transition program in their school or district. In addition, the participant must identify one new service the school/district could offer, one strategy to better prepare families to provide transition activities for their student, and one way in which the school/district can improve facilitation of services between the school/district and agency/community resources.

Verification of completion of the follow-up activity by the participants' supervisor is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used by the supervisor to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course system as documentation before the participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for potential in-service credits.

**IMPACT EVALUATION PROCEDURES:** A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

**Evaluation Methods for Staff Code:** A-Changes in Instructional Practice, F-Changes in Observed Educator Proficiency

**Evaluation Methods for Students Code:** D-Observation of Student Performance

Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

**PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:** describe what will be done with the data obtained through the evaluation processes

**What other forms of evaluation data will be gathered:**

**a. What evaluation data addresses value of the PD design?**

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

**b. What evaluation data addresses quality of implementation of the PD?**

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant
- Quality of participation in the NEFEC Professional Learning Support, when appropriate
- Alignment and quality of student artifacts that participants submit in tiered level of support
- Quality of instruction that teachers demonstrate
- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

**c. Who will use these aspects of PD evaluation data?**

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Spring 2019

Departments: FDLRS, Professional Learning and Development, NEFEC

Name(s) of Component Author(s): Zoe Mahoney, Sandy Lewis

#### **6A-5.071 Professional Learning Catalog.**

(1) The purpose of this rule is to set forth the requirements for school district professional learning catalogs, formerly known as master inservice plans, pursuant to section 1012.98, Florida Statutes (F.S.), by establishing standards for high-quality professional learning; outlining the requirements for professional learning catalog components; setting submission, amendment, and review criteria; providing specifications for awarding inservice points; and prescribing record maintenance and data reporting requirements.

(2) Professional Learning Standards. The standards define Florida's core expectations for high-quality professional learning systems and opportunities, and form the foundation for school district professional learning systems and catalogs. There are seven (7) standards grouped into five (5) domains (i.e., Foundation, Needs Assessment and Planning, Learning, Implementing, and Evaluating) representative of stages in an improvement cycle. Each standard includes a title, description, and multiple indicators of what the standard may look like in practice.

(a) Domain 0: Foundation. Standard 1: Leadership. Professional learning requires leaders who develop capacity, create support systems, and advocate for professional learning to continually improve educator practice and student outcomes. Examples of this standard in practice include:

1. Setting high standards for educator and student performance;
2. Developing expertise in self and others regarding effective professional learning and leadership;
3. Communicating the importance of high-quality professional learning and its connection to student outcomes;
4. Promoting a culture of professional learning by ensuring policies, structures, resources, calendars, and daily schedules support educators to continuously improve their knowledge and practice; and,
5. Creating a coherent program of learning and leadership development opportunities for growth of all employees.

(b) Domain 1: Needs Assessment and Planning. Standard 1: Professional Learning Needs. Professional learning includes the use of student, educator, and system data to analyze, prioritize, and plan for continuous improvement of educator practice and student outcomes. Examples of this standard in practice include:

1. Continuously analyzing and interpreting multiple types and sources of data (e.g., student performance, discipline, classroom observations, climate surveys) to determine student and educator learning needs and related educator problems of practice;
2. Prioritizing professional learning based on identified student and educator learning needs; and,
3. Developing individual, school, and district learning plans that align professional learning goals to student learning needs.

(c) Domain 1: Needs Assessment and Planning. Standard 2: Professional Learning Resources. Professional learning requires schools and systems to maximize and monitor the use of resources to continually improve educator practice and student outcomes. Examples of this standard in practice include:

1. Determining appropriate curricular resources to support professional learning needs;
2. Prioritizing and aligning fiscal, human, material, technology, and time resources for investment in professional learning;
3. Integrating multiple sources of funding in order to fully support identified professional learning needs; and,
4. Analyzing data collected on resource utilization and impact on desired outcomes to make decisions regarding future allocations.

(d) Domain 2: Learning. Standard 1: Learning Outcomes. Professional learning includes outcomes that ensure intended changes in educator knowledge, skills, dispositions, and practice align with student learning needs. Examples

of this standard in practice include:

1. Using identified student learning needs to make decisions about professional learning content and outcomes;
2. Defining clear expectations and learning outcomes that specify what educators need to know and do in relation to educator performance standards; and,
3. Creating coherence by ensuring outcomes build on previous professional learning or knowledge.

(e) Domain 2: Learning. Standard 2: Learning Designs. Professional learning includes use of research- and evidence-based learning designs to continually improve educator practice and student outcomes. Examples of this standard in practice include:

1. Considering the desired outcomes and educator and student learning needs, interests, and experiences in the selection of learning designs;
2. Utilizing face-to-face, online, and blended learning design models that focus on sustained individual, team, and school learning;
3. Enabling educators to construct new, relevant, and personalized learning through processes such as active engagement, modeling, application, assessment, reflection, feedback, and ongoing support;
4. Supporting collaboration among educators to deepen professional practice and foster a sense of collective responsibility for improving student outcomes; and,
5. Engaging in a shared cycle of inquiry, action, research, data analysis, planning, implementation, reflection, and evaluation that drives continuous improvement (e.g., learning communities, Lesson Study, online networks, coaching, mentoring).

(f) Domain 3: Implementing. Standard 1: Implementation of Learning. Professional learning includes multiple opportunities to implement new learning with ongoing support and actionable feedback to continually improve educator practice and student outcomes. Examples of this standard in practice include:

1. Setting clear goals and maintaining high expectations for implementation of learning with fidelity;
2. Sustaining implementation of new learning by providing multiple opportunities for practice in authentic settings with ongoing and varied support (e.g., coaching, modeling, peer groups, co-teaching, co-planning, study groups);
3. Providing opportunities for frequent feedback and reflection to analyze and adjust practice in relation to established expectations; and,
4. Monitoring and assessing the degree of implementation to identify and resolve challenges related to integration of professional learning.

(g) Domain 4: Evaluating. Standard 1: Evaluation of Professional Learning. Professional learning includes formative and summative evaluation of the effectiveness of professional learning in increasing educator knowledge, changing educator dispositions and practice, and improving student outcomes to inform decisions about future professional learning. Examples of this standard in practice include:

1. Developing and conducting a comprehensive plan to evaluate the effectiveness of individual, school, and district plans for professional learning;
2. Monitoring formative educator practice and student learning data to assess professional learning and make adjustments as needed; and,
3. Conducting a summative evaluation at the end of a program to assess the overall impact and make decisions regarding future professional learning.

(3) Professional Learning Catalog Requirements. Pursuant to section 1012.98(4)(b)5., F.S., all school districts shall maintain, as a corollary of their professional learning system, a catalog that outlines all professional learning opportunities, referred to as components, for all school district employees from all funding sources.

(a) For each component, the catalog shall include the following:

1. A title;
2. An identifying number assigned in accordance with the FDOE Information Database Requirements: Volume II – Automated Staff Information System pursuant to section 1008.385(2), F.S., and rule 6A-1.0014, F.A.C.;
3. The maximum number of inservice points to be awarded for successful completion of the component, assigned in accordance with the specifications outlined in subsection (7) of this rule;
4. A description of the specific objectives and activities to be completed; and,
5. The component evaluation criteria for determining the effectiveness of the professional learning in:
  - a. Addressing the specific objectives;
  - b. Increasing educator knowledge and skills;
  - c. Changing educator dispositions or practice in the educational setting; and,
  - d. Improving student outcomes.

(b) For each component for which inservice points will be awarded, the catalog shall also include a description of any follow-up activities that will be required and support that will be provided to ensure successful completion of the component.

(4) Submission, Amendment, and Review Criteria.

(a) By September 1 of each year, the school district shall update the catalog, based on the results of the review conducted pursuant to paragraph (4)(d) of this rule, and the district school board shall approve the catalog pursuant to the criteria and procedures in subsections (3) and (4) of this rule.

(b) By October 1 of each year, the school district shall submit a letter to the Commissioner verifying that the district school board has approved the catalog and the catalog meets the criteria in subsection (3) of this rule.

(c) A component developed or modified after the annual approval of the catalog shall be approved as an amendment by the district school board and meet the criteria in subsection (3) of this rule.

(d) Annually, the school district shall conduct a review of the previous year's catalog program operations that results in a determination of its effectiveness in the educational setting as measured by changes in educator practice and student outcomes, and use this information to make decisions about which components to continue, modify, or eliminate.

(5) The approval of program plans for school district add-on certification programs pursuant to section 1012.575, F.S., shall be for a period of five (5) years. Professional learning components associated with the approved programs shall remain in the professional learning catalog throughout the approval period.

(6) Other Eligible Entities. A developmental research school operated under the control of the State University System, an eligible state educational agency, or an organization of private schools or consortium of charter schools that meets criteria specified in section 1012.98(6), F.S., may develop a professional learning system and catalog.

(a) The catalog shall be developed meeting the criteria outlined in subsection (3) of this rule and submitted to the department for initial approval by the Commissioner.

(b) After initial approval of a catalog, continued approval shall be in accordance with the criteria and procedures



outlined in subsections (3) and (4) of this rule, and the requirements for reporting and data maintenance as required in subsection (8) of this rule.

(c) For other eligible entities with an approved professional learning system and catalog, references to district school boards in this rule shall mean the director of a developmental research school, or the governing authority of an eligible state educational agency, organization of private schools, or consortium of charter schools.

(7) Awarding of Inservice Points. Inservice points awarded for successful completion of a component shall be assigned as follows:

(a) One (1) clock hour of participation shall equal one (1) inservice point, or as specified by the professional learning catalog based on competency(ies) demonstrated.

(b) Points awarded for completion of college credit shall equate to inservice participation as follows:

1. One (1) semester hour shall equal twenty (20) inservice points; and,
2. One (1) quarter hour shall equal thirteen (13) and one-third inservice points.

(8) Record Maintenance and Data Reporting Requirements. District professional learning catalog records shall be maintained and data shall be reported as follows:

(a) Information shall be maintained for each component to include the following:

1. Dates the component was delivered;
2. Names of component leaders;
3. Names of participants and performance records;
4. Evaluation of the component; and,
5. Criteria for successful completion.

(b) Information shall be maintained for each component participant to include the following:

1. Title and number of the component;
2. Dates of participation;
3. Satisfactory or unsatisfactory completion; and,

4. Number of inservice points to be awarded, eligibility of the points to be used for certification, and expiration date of the educator's certificate(s), if applicable. All requirements for renewal of a Professional Certificate on the basis of completion of inservice points pursuant to section 1012.585, F.S., and rule 6A-4.0051, F.A.C., shall be met.

(c) Each school district shall report data information for all approved professional learning components as required by the FDOE Information Database Requirements: Volume II – Automated Staff Information System pursuant to section 1008.385(2), F.S., and rule 6A-1.0014, F.A.C. Other educational agencies, organizations of private schools, and consortiums of charter schools with approved catalogs without automated data reporting capabilities shall report the required component data information using nonautomated equivalent means by October 1 of each year.

*Rulemaking Authority 1001.02, 1012.98, 1012.56, 1012.986 FS. Law Implemented 1012.986, 1012.98, 1012.56, 1012.575 FS. History—New 11-25-75, Formerly 6A-5.72, Amended 4-10-79, 6-28-83, 7-15-84, 12-26-85, Formerly 6A-5.71, Amended 8-28-95, 7-2-98, 5-2-10, 11-28-18.*

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## Health Services Agreement

This Health Services Agreement (“Agreement”) is made as of the last signature date below (“Effective Date”) by and between The Suwannee County School Board (“Customer”) and Healthy Schools, LLC. (“Healthy Schools”). Healthy Schools and Customer may be referred in this Agreement, individually, as a “Party” or, collectively, as the “Parties.”

1. **Overview.** Customer desires to obtain and Healthy Schools desires to provide certain health-related services (e.g., vaccination programs, school physicals, and other similar services) (collectively, the “Health Services”). The specific Health Services to be provided will be agreed upon by the parties in one or more schedules to this Agreement (each, a “Schedule”). Each Schedule will identify the relevant Health Services, term for performance, applicable fees, if any, and such other terms as may be appropriate. No Schedule will be binding unless and until signed by both parties.
2. **Cooperation and Performance.** The Parties will reasonably cooperate with each other in the performance of the Health Services, including performing all tasks and duties assigned to them in the Schedules. To the extent applicable law requires the personnel assigned by Healthy Schools to perform the Health Services to be licensed healthcare professionals, Healthy Schools shall be responsible for ensuring all such personnel are properly licensed and appropriate background checks conducted in conformance with applicable law.
3. **Term.** This Agreement will become effective on the last signature date of the Parties (the “Effective Date”) and continue thereafter until all Schedules have been completed. In the event no Schedules are pending, either Party may terminate this Agreement on written notice to the other Party.
4. **Privacy.** Healthy Schools operates under the same privacy policy as its affiliate, CareDox, Inc., which may be viewed at [www.caredox.com/caredox-privacy-policy](http://www.caredox.com/caredox-privacy-policy). Healthy Schools and Customer represent that they each comply with all data privacy laws applicable to the data collected and stored on Healthy Schools.
5. **Family Educational Rights and Privacy** In the event that Customer is subject to the Family Educational Rights and Privacy Act (“FERPA”), Customer appoints Healthy Schools as a “school official,” as that term is defined in FERPA, with a “legitimate educational interest” for the purpose of delivering the Health Services as contemplated by this Agreement. Customer agrees that it has obtained any necessary written consents from parents of students under the age of eighteen (18) and students age eighteen (18) and older in order to upload student data to Healthy Schools.

In the event that Customer is subject to FERPA, Healthy Schools agrees that it will be bound by relevant provisions of FERPA, including operating under the direct control of Customer with respect to its handling of “personally identifiable information” from “education records,” as those terms are defined under FERPA. Healthy Schools further agrees that “personally identifiable information” from “education records” will be used only to fulfill Healthy Schools’ responsibilities under this Agreement, and will not be disclosed to third parties except as required to provide services to Customer contemplated in this Agreement, or otherwise as expressly permitted by FERPA and other applicable laws, without signed and dated written consent of the parent/legal guardian of a student under the age of 18, or of the student age 18 and older.

It is Customer’s responsibility to respond to requests for “education records” received by Healthy Schools from third parties.

6. **Information Security.** Healthy Schools maintains and enforces commercially reasonable practices, including administrative, technical, and physical safeguards to reasonably protect the confidentiality, availability, and integrity of Customer and End User data in alignment with requirements of applicable laws and regulations, including the Health Insurance Portability and Accountability Act (HIPAA). This includes, but is not limited to, encryption of data in transit when submitted across the Internet, access controls, firewalls and user authentication protocols. The Internet, however, is not entirely secured, and Healthy Schools will not be responsible for security incidents not reasonably within its control.

If required by applicable laws, Healthy Schools will promptly report to Customer any unauthorized access to Customer Data and, in the event that further notification is required by law, will support Customer notification to its End Users.

## Health Services Agreement

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**7. Customer Data.** Customer grants Healthy Schools a non-exclusive, world-wide, royalty-free license to use the documents, information, graphics, data, content, and other materials input by Customer into the Health Services (the "Customer Data") solely for the purposes of executing the Health Services described in this Agreement. Customer will be responsible for obtaining all rights, permissions, and authorizations to provide the Customer Data to Healthy Schools for use as specified under this Agreement. At Customer's discretion and subject to Customer's rights under FERPA, Healthy Schools may import data from third parties to add to Customer's data hosted by Healthy Schools. Customer represents that it will obtain and maintain all necessary agreements with such third parties to authorize Healthy Schools to do so on Customer's behalf. Except for the license granted in this Section, nothing contained in this Agreement will be construed as granting Healthy Schools any right, title, or interest in the Customer Data.

**8. Deidentified Data.** Notwithstanding the limitations in Section 12, Healthy Schools may create and retain aggregated, deidentified information from Customer Data, including Customer's student data to demonstrate the effectiveness of Healthy Schools Health Services, including in Healthy Schools marketing materials, to improve Healthy Schools Health Services and to develop and improve other educational products. All data will be deidentified in accordance with the standards set forth in FERPA and HIPAA.

**9. Warranties.** Each Party represents and warrants it (i) has full power, capacity, and authority to enter into this Agreement and to grant the license set forth in Section 12 (Customer Data); and (ii) will comply with all federal, state and local laws, rules and regulations applicable to its performance of this Agreement. **EXCEPT AS PROVIDED IN THIS SECTION NEITHER PARTY MAKES ANY OTHER WARRANTIES, EXPRESS OR IMPLIED, TO THE OTHER PARTY. EACH PARTY DISCLAIMS ALL OTHER WARRANTIES, EXPRESS AND IMPLIED, INCLUDING, BUT NOT LIMITED TO, THE IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, QUIET ENJOYMENT, QUALITY OF INFORMATION, AND TITLE/NON-INFRINGEMENT. NO ORAL OR WRITTEN INFORMATION OR ADVICE GIVEN BY HEALTHY SCHOOLS OR ITS AUTHORIZED REPRESENTATIVES WILL CREATE A WARRANTY OR IN ANY WAY INCREASE THE SCOPE OF HEALTHY SCHOOLS'S OBLIGATIONS HEREUNDER.**

**10. Indemnification.** Healthy Schools shall defend, indemnify, and hold harmless the Customer and its respective elected/appointed officials, employees, departments, agencies, agents and volunteers (collectively the "Indemnified Parties") against any third party liabilities, claims, demands, suits (and any costs, judgments and settlement amounts associated therewith) that arise from (i) the breach of Healthy Schools's confidentiality and security obligations under this Agreement that results in an authorized use of or access to Customer Data; or (ii) Healthy Schools's violation of applicable law, provided Healthy Schools receives (i) prompt notice in writing of such claim; (ii) sole control over the defense and settlement thereof; and (iii) reasonable cooperation from Indemnified Parties, as applicable, at Healthy Schools's expense in response to a Healthy Schools request for assistance.

**11. Confidentiality.** Each party may disclose to the other certain non-public information or materials relating to a party's products, intellectual property, business, marketing programs and efforts, personally identifiable information of the party's personnel, End Users, students and customers, and other confidential information and trade secrets ("Confidential Information"). Confidential Information does not include information that: (a) is or becomes publicly available through no breach by the receiving party of this Agreement; (b) was previously known to the receiving party prior to the date of disclosure, as evidenced by contemporaneous written records; (c) was acquired from a third party without any breach of any obligation of confidentiality; (d) was independently developed by a party hereto without reference to Confidential Information of the other party; or (e) is required to be disclosed pursuant to a subpoena or other similar order of any court or government agency, provided, however, that the party receiving such subpoena or order shall, when legally permissible, promptly inform the other party in writing and provide a copy thereof, and shall only disclose that Confidential Information necessary to comply with such subpoena or order. Except as expressly provided herein, the receiving party will not use or disclose any Confidential Information of the disclosing party without the disclosing party's prior written consent, except disclosure to and subsequent uses by the receiving party's employees or consultants on a need-to-know basis, provided that such employees or consultants have executed written agreements restricting use or disclosure of such Confidential Information that are at least as restrictive as the receiving party's obligations under this Section. The receiving party agrees to use at least the same care and precaution in protecting such Confidential Information as the receiving party uses to protect the receiving party's own Confidential Information, and in no event less than reasonable care Each

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party acknowledges that due to the unique nature of the other party's Confidential Information, the disclosing party may not have an adequate remedy solely in money or damages in the event of any unauthorized use or disclosure of its Confidential Information. In addition to any other remedies that may be available in law, in equity or otherwise, the disclosing party shall be entitled to seek injunctive relief to prevent such unauthorized use or disclosure.

**12. Limitation of Liability and Damages.** EXCEPT AS PROVIDED BELOW, NEITHER HEALTHY SCHOOLS NOR ITS VENDORS AND LICENSORS WILL HAVE ANY LIABILITY TO CUSTOMER OR ANY THIRD PARTY FOR ANY LOSS OF PROFITS, SALES, TRADING LOSSES, BUSINESS, DATA, OR OTHER INCIDENTAL, CONSEQUENTIAL, OR SPECIAL LOSS OR DAMAGE, INCLUDING EXEMPLARY AND PUNITIVE, OF ANY KIND OR NATURE RESULTING FROM OR ARISING OUT OF THIS AGREEMENT, INCLUDING USE OF OR INABILITY TO USE THE HEALTH SERVICES. EXCEPT AS PROVIDED BELOW, THE TOTAL LIABILITY OF HEALTHY SCHOOLS AND ITS VENDORS AND LICENSORS TO CUSTOMER OR ANY THIRD PARTY ARISING OUT OF THIS AGREEMENT OR USE OF THE HEALTH SERVICES IN CONNECTION WITH ANY CLAIM OR TYPE OF DAMAGE (WHETHER IN CONTRACT OR TORT, INCLUDING NEGLIGENCE) WILL NOT EXCEED THE GREATER OF \$10,000 OR THE FEES, IF ANY, ACTUALLY PAID BY CUSTOMER IN THE THREE MONTHS IMMEDIATELY PRECEDING THE FIRST EVENT GIVING RISE TO THE LIABILITY AND PAID FOR HEALTH SERVICES. THIS LIMITATION OF LIABILITY WILL APPLY EVEN IF THE EXPRESS WARRANTIES SET FORTH ABOVE FAIL IN THEIR ESSENTIAL PURPOSE. THE FOREGOING LIMITATIONS AND EXCLUSIONS OF LIABILITY SHALL NOT APPLY TO NOR LIMIT CLAIMS FOR MEDICAL MALPRACTICE OR BREACH OF SECURITY WITH REGARD TO PROTECTED HEALTH INFORMATION. THE SCHOOL BOARD DOES NOT WAIVE ANY DEFENSE OF SOVEREIGN IMMUNITY OR THE CAPS OF LIABILITY AFFORDED TO THE BOARD UNDER s. 768.28 FLORIDA STATUTES. IT IS FURTHER UNDERSTOOD AND AGREED TO BY THE PARTIES TO THIS AGREEMENT THAT NO OFFICER OR EMPLOYEE OF THE BOARD MAY BE HELD PERSONALLY LIABLE EXCEPT AS PROVIDED BY s. 768.28(9), FLORIDA STATUTES.

**13. Termination.** This Agreement will terminate (a) on the thirtieth (30<sup>th</sup>) day after either party gives the other written notice of a breach by the other of any material term or condition of this Agreement, unless the breach is cured before that day; or (b) upon written notice by either party, immediately, if (i) a receiver is appointed for the other party or its property; (ii) if the other party becomes insolvent or unable to pay its debts as they mature in the ordinary course of business or makes a general assignment for the benefit of its creditors; or (iii) if any proceedings (whether voluntary or involuntary) are commenced against the other party under any bankruptcy or similar law and such proceedings are not vacated or set aside within sixty (60) days from the date of commencement thereof. The following provisions will survive termination or expiration of this Agreement: 11 (Confidentiality), 12 (Limitation of Liability and Damages), 13 (Termination), and 15 (General Provisions).

**14. Assignment.** Healthy Schools shall not assign this agreement without the written consent of the Customer. Notwithstanding the foregoing, Healthy Schools may assign this Agreement to a successor entity in the event of a merger, acquisition or sale of all or substantially all of its assets, provided, however, that in such an event, all Customer Data will remain subject to the Healthy Schools privacy policy [ [www.caredox.com/caredox-privacy-policy](http://www.caredox.com/caredox-privacy-policy) ].

**15. General Provisions.** This Agreement will be construed, interpreted, and performed according to the laws of the State of Florida, United States of America, without giving effect to any principles of conflicts of law. Any action at law or in equity arising out of or directly or indirectly relating to this Agreement may be instituted only in the Federal or state courts located in Suwannee County, Florida. The parties consent and submit to the personal jurisdiction of those courts for the purposes of any action related to this Agreement, and to extra-territorial service of process. Regardless of any statute or law to the contrary, any claim or cause of action that Customer may have arising out of or related to this Agreement must be filed within one (1) year after the claim or cause of action arose. This Agreement constitutes the entire understanding and agreement between the parties with respect to the transactions contemplated in this Agreement and supersedes all prior or contemporaneous oral or written communications with respect to the subject matter of this Agreement, all of which are merged in this Agreement. This Agreement may not be modified, amended or in any way altered except by an instrument in writing signed by authorized representatives of both parties. In the event any provision of this Agreement is found invalid or unenforceable pursuant to judicial decree, the remainder of this Agreement will remain valid and enforceable according to its terms. Any failure by

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## Health Services Agreement

either party to strictly enforce any provision of this Agreement will not operate as a waiver of that provision or any subsequent breach of that provision. This Agreement may be accepted in electronic form (e.g., by an electronic or other means of demonstrating assent) and Customer's acceptance will be deemed binding between the parties. Neither party will contest the validity or enforceability of this Agreement, including under any applicable statute of frauds, because it was accepted or signed in electronic form. Electronically maintained records when produced in hard copy form shall constitute business records and shall have the same validity as any other generally recognized business records. **IT IS EXPRESSLY UNDERSTOOD AND AGREED THAT IN THE EVENT ANY REMEDY HEREUNDER IS DETERMINED TO HAVE FAILED IN ITS ESSENTIAL PURPOSE, ALL LIMITATIONS OF LIABILITY AND EXCLUSIONS OF DAMAGES WILL REMAIN IN EFFECT.**

**CUSTOMER**

Ted Roush, Superintendent of Schools  
Suwannee County School District  
1729 Walker Avenue, SW, Suite 200  
Live Oak, Florida 32064

By: \_\_\_\_\_

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

Ed daSilva, Board Chairman  
Suwannee County School District  
1729 Walker Avenue, SW, Suite 200  
Live Oak, Florida 32064

By: \_\_\_\_\_

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

**HEALTHY SCHOOLS, LLC.**

Tony Boselli, President  
Healthy Schools, LLC  
4800 Spring Park Road  
Jacksonville, Florida 32207

By: \_\_\_\_\_

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

Health Services Agreement  
**VACCINATION PROGRAM SCHEDULE**

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This Vaccination Program Schedule ("Schedule") is entered into and governed by the Health Services Agreement, entered into on or about March 25, 2019, by and between Healthy Schools, LLC. ("Healthy Schools") and Suwannee County School District ("Customer") (the "Agreement"). This Schedule is effective as of the last signature date below.

**Vaccination Program.** As part of an initiative to improve public health and ensure that recommended vaccinations are available to all school-age children and school staff, the parties have entered into this Agreement. Healthy Schools, through its licensed healthcare workers, provides vaccination services, including the vaccine. Customer wishes to engage the services of Healthy Schools to provide licensed healthcare workers, support staff, and supplies to administer the vaccine to Customer's students, as described in this Schedule (the "Vaccination Program"). The following vaccinations shall be provided in connection with this Schedule: Flu Vaccines and Tdap (Tetanus, Diphtheria, and Pertussis) Vaccine Clinics.

**1. Healthy Schools Obligations.**

1.1 **Supplies.** Healthy Schools will supply all needed medical supplies, including syringes, needles, isopropyl alcohol, gloves, band aids and sharps biohazard containers for proper disposal.

1.2 **Vaccine.** Healthy Schools will supply the vaccine as identified by the CDC as appropriate for that treatment year. At all times, Healthy Schools will have exclusive ownership and control over its vaccine supply.

1.3 **Vaccine Control.** Healthy Schools will transport, store and handle the vaccine in accordance with the Vaccine Storage and Handling Recommendations promulgated by the Department of Health and Human Services (DHHS) and CDC and Prevention Recommendations for Storage and Handling of Selected Biologicals. Healthy Schools shall handle the vaccine in accordance with the package insert provided with the vaccine including compliance with cold chain requirements at vaccination sites.

1.4 **Information Sheet.** Healthy Schools will provide a current Vaccine Information Sheet to each individual before vaccination and answer questions about the benefits and risks of vaccination for all individuals or their guardians.

1.5 **Administration of Vaccine.** Healthy Schools will administer the vaccine according to the recommendations and guidance issued by the CDC and vaccine manufacturer.

1.6 **Records.** Healthy Schools will keep a record of the administration by individual name, date, site, vaccine type and lot number, and name of immunization provider for the vaccines it administers. Healthy Schools will record the administration of the vaccine into its cloud Services and make such records available for access by

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## Health Services Agreement

**Customer. Healthy Schools will also maintain records of the Informed and Express Consent to Treatment Form for each individual that has received services. Records must be kept for a minimum of three years following vaccination.**

1.7 **Publicity.** Healthy Schools will obtain the approval of Customer prior to distributing any documents, consent forms, announcements, emails, advertising posters or documents regarding any vaccination event or any document indicating the approval by or involvement with Customer. Healthy Schools shall also provide its contact information for the use of parents and/or guardians.

1.8 **No Re-Use.** Healthy Schools acknowledges that vaccines, syringes, or needles cannot be reused.

1.9 **Licensure Required.** Healthy Schools healthcare professionals that administer vaccinations must be licensed in the relevant state.

1.10 **Background Screening.** Healthy Schools will comply with all applicable laws and regulations, including those relating to background screenings for all Healthy Schools staff at Healthy Schools's cost.

1.11 **Digital Platform.** Healthy Schools will provide its cloud Services for parent outreach, parent sign up and clinic management.

**2. Customer Obligations.**

2.1 Locations for vaccine administration shall be determined by Customer Superintendent or his/her designee. Site locations will be given to the Healthy Schools no later than ten days prior to scheduled clinic date.

2.2 Healthy Schools shall not be responsible for any costs for the use of the school facility so long as the Healthy Schools complies with the hours previously agreed upon by the parties and causes no damage to the facility.

2.3 The facilities shall be used by the Healthy Schools, its staff, and Customer's staff as a point of distribution for dispensing the vaccine and related materials as a measure to protect the public health.

2.4 Access to all enrolled students will be granted to Healthy Schools by Customer Superintendent for the Customer vaccination event.

2.5 Customer will assist Healthy Schools in the marketing and outreach for the vaccination program to Customer families. In particular, Customer will perform those tasks identified in Exhibit A Statement of Work, with regard to these activities. Customer understands and agrees that performance of those tasks is critical to the success of the Vaccination Program.

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## Health Services Agreement

2.6 **Connecting Healthy Schools digital platform, to customer Student Information System.**

2.7 **Customer will ensure all schools collect and report the number of vaccination paper forms returned seven (7) days and three (3) days prior to the vaccination event. Failure to do so will result in cancellation of the event.**

3. **Eligibility.** Healthy Schools will only administer vaccines to individuals who present a signed Informed and Express Consent to Treatment Form. Minors must have said consent form signed by their custodial parent or legal guardian including any information regarding third party payor coverage. Healthy Schools will provide vaccinations to individuals in accordance with CDC guidelines and accepted standards of medical practice. Individuals will not be refused due to lack of insurance or inability to pay an administrative fee under Florida's Vaccines for Children Program.

4. **No Fees.** Healthy Schools will perform and provide the Vaccination Program at no cost to Customer. Healthy Schools may contact and bill any appropriate third-party payer, including, but not limited to commercial insurance carriers or Medicaid as identified on the Informed and Express Consent to Treatment Form.

5. **General.** Capitalized terms, not otherwise defined herein, shall have the meanings assigned to them in the Agreement. Except as set forth herein, all other terms and conditions of the Agreement shall remain in full force and effect; provided, however, in the event of any conflict between the terms of this Schedule and the Agreement, the terms of this Schedule shall control. No amendment or modification of this Schedule shall be effective unless signed by authorized representatives of both parties. This Agreement and applicable Schedules constitute the entire agreement of the parties concerning its subject matter and supersedes all prior oral and written agreements, representations and understandings between the parties concerning such subject matter.

(signatures on next page)



Health Services Agreement

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**CUSTOMER**

**Ted Roush, Superintendent of Schools  
Suwannee County School District  
1729 Walker Avenue, SW, Suite 200  
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**By:** \_\_\_\_\_

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

**Ed daSilva, Board Chairman  
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**Date:** \_\_\_\_\_

**HEALTHY SCHOOLS, LLC.**

**Tony Boselli, President  
Healthy Schools, LLC  
4800 Spring Park Road  
Jacksonville, Florida 32207**

**By:** \_\_\_\_\_

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

"Approved as to Form and Sufficiency

BY \_\_\_\_\_

Leonard J. Dietzen, III

Rumberger, Kirk & Caldwell, P.A.

Suwannee School Board Attorney"