

SUWANNEE COUNTY SCHOOL BOARD
PUBLIC HEARING
April 23, 2019

AGENDA

Call to Order – 5:55 p.m.

Assistant Superintendent of Instruction – Janene Fitzpatrick:

1. Final review of additions and revisions to the Suwannee County School District Elementary and Secondary Student Progression Plans for 2018-2019. (Copies are available for review in the office of the Assistant Superintendent of Instruction.)

Adjourn

<<<>>>

SUWANNEE COUNTY SCHOOL BOARD
REGULAR MEETING
April 23, 2019

AGENDA

Call to Order - 6:00 p.m.

Student remarks and pledge to the flag by Suwannee Elementary School

Special Recognition by the Superintendent:

- Branford Elementary School
 - 2019 Florida Elementary All State Chorus Participants
 - ✓ Ryland Roush
 - ✓ Aubrey Wood

Citizen Input (A *Citizen Input Form* must be completed and submitted to the secretary to the Superintendent/School Board prior to addressing the Board. We ask that speakers keep their comments to two minutes.)

The Superintendent recommends approval to adopt the Agenda.

The Superintendent recommends approval of the Consent Agenda.

CONSENT AGENDA

Anyone present may approach the Board concerning any item on this agenda. Board members may pull any item on the Consent Agenda for discussion and separate action.

1. The Superintendent recommends approval of the following Minutes:
(pgs. 7-27)

March 12, 2019	- Workshop Session
	- Special Meeting
	- Expulsion Issues Hearing (Private)
	- Expulsion Issues Hearing (Private-Evidentiary/ Formal Hearing)
March 26, 2019	- Expulsion Issues Hearing (Private)
	- Expulsion Issues Hearing (Private-Evidentiary/ Formal Hearing)
	- Regular Meeting

2. The Superintendent recommends approval of the monthly financial statement for March 2019.
3. The Superintendent presents the following bills for the period March 1-31, 2019:

General Checking Account

General Fund 1000	\$ 526,828.98
Spec Act Bond Debt Service Fund 2200	84,749.99
LCIF Fund 3200	93,623.44
Spec Act Revenue Bond Capital Projects Fund 3210	94,962.00
Capital Projects - PECO 3300	148,755.36
Food Service Fund 4100	196,378.09
Federal Fund 4200	<u>119,043.69</u>
	\$ 1,264,341.55

Payroll Checking Account

General Fund 1000	\$ 3,542,864.03
Food Service Fund 4100	133,567.93
Federal Fund 4200	<u>371,222.04</u>
	\$ 4,047,654.00

Total \$ 5,311,995.55

4. The Superintendent recommends approval of the following budget amendments for fiscal year 2018-2019:

<u>General</u>	<u>Special Act Bond Debt Service</u>	<u>Capital Projects</u>	<u>Special Revenues</u>
I-9	II-1	III-1 (Other)	IV-8 (Food Service)
		III-9 (LCIF)	IV-9 (Federal)

5. The Superintendent recommends approval of the following contract/agreement for the 2018-2019 school year: (RENEWAL) (Note: This contract has been reviewed and approved by Board Attorney Leonard Dietzen.)

#2019-95 Contract for Evaluation Services Agreement between the Suwannee County School District and the Center for Assessment, Strategic Planning, Evaluation and Research, LLC d/b/a CASPER (*Renewal/Revised*) (pgs. 28-70)

6. The Superintendent recommends approval of the following student transfers for the 2018-2019 school year. Parents will provide transportation.

District Reassignment:

FIRST NAME	LAST NAME	TO	FROM	GRADE
Gavin	Lankford	Suwannee	Hamilton	3

7. The Superintendent recommends approval of the following student transfers for the 2019-2020 school year. Parents will provide transportation.

FIRST NAME	LAST NAME	TO	FROM	GRADE
Raelynn	Morgan	Suwannee	Hamilton	PK
Michael	Velazquez Leon	Suwannee	Hamilton	PK

8. Human Resources Transactions (**pgs. 71-94**)

REGULAR AGENDA

Assistant Superintendent of Administration – Bill Brothers:

1. The Superintendent recommends approval to advertise additions and revisions to the Suwannee County School Board Policy Manual as follows:

#4.15 District and State-Wide Assessment Program (*Revised*) (**pgs. 95-96**)

#4.18 Home Education Program (*Revised*) (**pgs. 97-99**)

Assistant Superintendent of Instruction – Janene Fitzpatrick:

2. The Superintendent recommends approval of additions and revisions to the Suwannee County School District Elementary and Secondary Student Progression Plans for 2018-2019. (Copies are available for review in the office of the Assistant Superintendent of Instruction.)
3. The Superintendent recommends approval of the additions and revisions to the 2018-2019 Master In-Service Plan developed by North East Florida Educational Consortium (NEFEC). (**pgs. 100-155**)

Director of Career, Technical, and Adult Education – Mary Keen:

4. The Superintendent recommends approval of the following contract/agreement for the 2018-2019 school year: (NEW) (Note: This contract has been reviewed and approved by Board Attorney Leonard Dietzen.)

#2019-93 Clinical Education Agreement between the Suwannee County School Board Patient Care Technician and Practical Nurse Education Programs and Little Pine Pediatrics, PLLC, Madison and Perry, Florida (*New*) (pgs. 156-161)

Director of Facilities – Mark Carver:

5. The Superintendent recommends approval of the following Request for Proposal (RFP)/Bid:

#17-209 An additional one year extension to O’Neal Roofing Company for Roofing, Construction, and Repair Services, as allowed in original bid specifications

Director of Food Service – Lisa Dorris:

6. The Superintendent recommends approval of the following bid:

#18-201 Additional one year extension, for the 2019-2020 fiscal year, to Bassett Dairy Products, Inc., for milk.

Director of Human Resources – Walter Boatright:

7. The Superintendent recommends approval of the following memorandum of understanding/agreement for the 2018-2019 school year: (NEW) (Note: This memorandum of understanding/agreement has been reviewed and approved by Board Attorney Leonard Dietzen.)

#2019-92 Memorandum of Understanding between the Suwannee County School Board and Saint Leo University (*New*) (pgs. 162-164)

Director of Student Services – Debbie Land:

8. The Superintendent recommends approval of the following contract/agreement for the 2019-2020 school year: (NEW) (Note: This contract/agreement has been reviewed and approved by Board Attorney Leonard Dietzen.)

#2020-02 Health Services Agreement between the Suwannee County School Board and Healthy Schools, LLC (*New*) (pgs. 165-172)

9. The Superintendent recommends approval of the following personnel item:
- a. Reclassify the Teacher on Special Assignment (TSA)/Transition Services position (11-month; 7.25 hours per day) to a Staffing Specialist position (11-month; 8 hours per day), effective July 1, 2019. (Note: For compensation purposes, the reclassified position of Staffing Specialist would be paid from the *Salary Schedule 2018-2019 Other Instructional Personnel-Appendix B.*)

Director of Transportation – Jimmy Wilkerson:

10. The Superintendent recommends approval of the following personnel item for the 2018-2019 school year:
- a. Two day laborers to work on minor repairs to school buses during the summer under the direction of the Director of Transportation.

School Board Attorney – Leonard Dietzen:

11. Legal Counsel's Report

Superintendent of Schools – Ted Roush:

12. Superintendent's Report

School Board Members:

13. Issues and concerns Board members may wish to discuss

End of Agenda

SUWANNEE COUNTY SCHOOL BOARD
WORKSHOP SESSION
March 12, 2019

MINUTES

The Suwannee County School Board met in Workshop Session on this date in the School Board Meeting Room, 1729 Walker Avenue, SW, Suite 300, Live Oak, Florida. School Board members present were Chairman Ed daSilva, Tim Alcorn, Catherine Cason, and Jerry Taylor, along with Superintendent Ted Roush, Chief Financial Officer Vickie DePratter, and Administrative Secretary Karen Lager. School Board Attorney Leonard Dietzen arrived at 9:16 a.m. School Board Member Ronald White arrived at 10:28 a.m.

Administrators and others present: Walter Boatright, Amy Boggus, Bill Brothers, Mark Carver, Janene Fitzpatrick, Ronnie Gray (arrived at 10:56 a.m.), Malcolm Hines, Terry Huddleston (arrived at 9:06 a.m.), Mary Keen, Debbie Land, Dee Dee McManaway, Kecia Robinson, Kathy Smith (arrived at 10:04 a.m.), Angie Stuckey, Marsha Tedder (arrived at 9:08 a.m.), Kelly Waters (arrived at 9:30 a.m.), Jimmy Wilkerson, and Josh Williams.

Chairman daSilva called the meeting to order at 9:02 a.m.

Assistant Superintendent of Instruction Janene Fitzpatrick
Department Update

Mrs. Fitzpatrick reported on the following:

- Job Descriptions

- Director of School Choice – Job Description #183

- Mrs. Fitzpatrick distributed a copy and explained that the current Principal of Suwannee Virtual School (SVS) position would be reclassified to the Director of School Choice

- Coordinator of Virtual Schools – Job Description #184

- Mrs. Fitzpatrick distributed a copy and explained that the current Teacher on Special Assignment (TSA)/Counselor of SVS position would be reclassified to the Coordinator of Virtual School.

Mrs. Fitzpatrick stated that both positions would be 12-month positions, effective July 1, 2019. Mr. Taylor asked for cost/salary breakdown for these two positions.

- Student Progression Plan Updates for 2018-2019

Mrs. Fitzpatrick reviewed the revisions/updates to the 2018-2019 Student Progression Plans for Elementary and Secondary.

- Summer School Schedule and Positions

Mrs. Fitzpatrick distributed and reviewed the proposed 2019 Summer School Schedule and positions needed. Mrs. Fitzpatrick noted that due to the Douglass Center being closed down, she did not include the PAL Program in the Summer School Schedule. She has not received any word regarding plans to hold the program at a different location; however, the Summer School Schedule can be amended at a later date to include the PAL Program, if needed.

- District Advisory Council Roster and Bylaws

Mrs. Fitzpatrick distributed the Suwannee County School District (SCSD) Advisory Council Membership Rosters for 2018-2019. She provided background information. She then deferred to Kecia Robinson, who reviewed the rosters.

- Data Report/Update

Mrs. Fitzpatrick provided a PowerPoint presentation regarding a mid-year data update on Student Performance Data for the 2018-2019 school year.

The workshop recessed at 10:58 a.m. and resumed at 11:04 a.m.

Emergency Response Plan Update.....Malcolm Hines

Mr. Hines distributed and reviewed a copy of the draft Emergency Response Plan (Sections B and C) to each Board member.

Transportation Department Update.....Jimmy Wilkerson

Mr. Wilkerson distributed and reviewed a handout regarding an update for the Transportation Department.

Information Technology Department UpdateJosh Williams

- Technology Replacement Plan

Mr. Williams distributed and reviewed a handout regarding the proposed Technology Replacement Plan for the District.

Facilities Department UpdateMark Carver

Mr. Carver provided information regarding the FPL Easement for the new Admin/District Office Building construction project.

Superintendent Update Ted Roush

Mr. Roush reported on the following:

- Letter, dated February 28, 2019, from Commissioner Corcoran pertaining to Executive Order 19-45 on school safety with a survey link for districts to provide preliminary diversion program information. Mr. Roush said he responded to the survey.
- Letter, dated March 6, 2019, from the Marjory Stoneman Douglass High School Public Safety Commission Chair, Sheriff Bob Gualtieri, pleading with school districts to take advantage of the Guardian Program funding.
- Letter to students/parents pertaining to career and technical education programs offered by our District.
- Article from The Washington Post on “Why Florida is struggling to fill more than 2,000 teaching positions.”
- Article from the Learning Policy Institute on “United States: Understanding Teacher Shortages.”
- Memo, dated March 11, 2019, which he sent to SCSD employees pertaining to the support of compression adjustment. Mr. Roush asked principals to allow time for their faculty and staff, on Monday, during PD Day, to contact legislators regarding this issue.

- Provided information regarding the state wide grand jury piece on systematic failures, specifically pertaining to the implementation of school safety and security. Mr. Roush stated that discussions would continue to be held on this topic in future Executive Sessions.
- Mr. Roush stated that he reviewed the comments provided by Mr. Hill, from last month's Board meeting, under Citizen Input. Mr. Roush stated for the record that those folks were from out of our district. He addressed the various comments from Mr. Hill.
- Mr. Roush explained that the Personnel Changes List would now be called the Human Resources Transactions, and would be placed on the Consent Agenda. This will help to remove pressure from the Board; he researched this and found that most districts handle this topic in the same manner by placing on the Consent Agenda for informational/confirmation purposes only.

Mr. Taylor commended Mr. Roush for the manner in which he responded to the citizen input presented at the February monthly meeting. He respects what Mr. Roush is proposing to do with changes to the Personnel Changes List.

(NOTE: Mr. White left the workshop at 12:51 p.m.)

The meeting adjourned at 12:53 p.m.

SUWANNEE COUNTY SCHOOL BOARD
SPECIAL MEETING
March 12, 2019

MINUTES

The Suwannee County School Board met in Special Session on this date in the School Board Meeting Room, 1729 Walker Avenue, SW, Suite 300, Live Oak, Florida. School Board members present were Chairman Ed daSilva, Tim Alcorn, Catherine Cason, Jerry Taylor, and Ronald White, along with Superintendent Ted Roush, School Board Attorney Leonard Dietzen, Chief Financial Officer Vickie DePratter, and Administrative Secretary Karen Lager.

Chairman daSilva called the meeting to order at 12:57 p.m.

MOTION by Mr. Taylor, second by Ms. Cason, for approval to adopt the agenda.
MOTION CARRIED UNANIMOUSLY

Assistant Superintendent of Instruction – Janene Fitzpatrick:

1. MOTION by Mr. Alcorn, second by Ms. Cason, for approval to advertise additions and revisions to the Suwannee County School District Elementary and Secondary Student Progression Plans for 2018-2019. (Copies are available for review in the office of the Assistant Superintendent of Instruction.)

MOTION CARRIED UNANIMOUSLY

Director of Career, Technical, and Adult Education – Mary Keen:

2. MOTION by Mr. Taylor, second by Mr. Alcorn, for approval of the following contract/agreement for the 2018-2019 school year: (RENEWAL) (Note: This contract has been reviewed and approved by Board Attorney Leonard Dietzen.)

#2019-90 Clinical Education Non-Exclusive Student Affiliation Agreement between Shands Lake Shore Regional Medical Center and the Suwannee County School Board Surgical Technology, Phlebotomy, Certified Dietary Management, Patient Care Technician, and Practical Nurse Education Programs (*Renewal/Revised*) (pgs. 2-41)

MOTION CARRIED UNANIMOUSLY

Director of Facilities – Mark Carver:

(Presented by Assistant Superintendent of Administration – Bill Brothers)

3. MOTION by Ms. Cason, second by Mr. Taylor, for approval of the 10.00 Foot Florida Power & Light Co. (FPL) Electric Line Easement for the New District Office/Admin Building. (Note: This easement has been reviewed and approved by Board Attorney Leonard Dietzen.) (pgs. 42-44)

MOTION CARRIED three to one; Mr. White voted NO; and Mr. Alcorn ABSTAINED from voting, due to an indirect role in surveying the property (see attached Form 8B, *Memorandum of Voting Conflict for County, Municipal, and Other Local Public Officers*).

Miscellaneous

Mr. daSilva encouraged the Board to seriously consider participating in a Master Board Forum; he stated that the success of our District has always been the cohesiveness of the Board, and that other districts look to us as an example. Mr. Roush asked Mrs. Lager to contact FSBA and gather information (dates, deadlines, etc.) regarding the possibility of holding a Master Board Forum. Mr. Alcorn asked for three to four possible dates/times in order for him to be able to plan ahead and attend; he also asked, if possible, to have other surrounding districts participate at the same time. Mr. White stated that he would not have time to participate.

The meeting adjourned at 1:08 p.m.

FORM 8B MEMORANDUM OF VOTING CONFLICT FOR COUNTY, MUNICIPAL, AND OTHER LOCAL PUBLIC OFFICERS

LAST NAME—FIRST NAME—MIDDLE NAME ALCORN, TIM		NAME OF BOARD, COUNCIL, COMMISSION, AUTHORITY, OR COMMITTEE SUWANNEE COUNTY SCHOOL BOARD
MAILING ADDRESS 14549 CR 250		THE BOARD, COUNCIL, COMMISSION, AUTHORITY OR COMMITTEE ON WHICH I SERVE IS A UNIT OF:
CITY LIVE OAK	COUNTY SUWANNEE	<input type="checkbox"/> CITY <input type="checkbox"/> COUNTY <input checked="" type="checkbox"/> OTHER LOCAL AGENCY
DATE ON WHICH VOTE OCCURRED MARCH 12, 2019		NAME OF POLITICAL SUBDIVISION:
		MY POSITION IS: <input checked="" type="checkbox"/> ELECTIVE <input type="checkbox"/> APPOINTIVE

WHO MUST FILE FORM 8B

This form is for use by any person serving at the county, city, or other local level of government on an appointed or elected board, council, commission, authority, or committee. It applies to members of advisory and non-advisory bodies who are presented with a voting conflict of interest under Section 112.3143, Florida Statutes.

Your responsibilities under the law when faced with voting on a measure in which you have a conflict of interest will vary greatly depending on whether you hold an elective or appointive position. For this reason, please pay close attention to the instructions on this form before completing and filing the form.

INSTRUCTIONS FOR COMPLIANCE WITH SECTION 112.3143, FLORIDA STATUTES

A person holding elective or appointive county, municipal, or other local public office **MUST ABSTAIN** from voting on a measure which would inure to his or her special private gain or loss. Each elected or appointed local officer also **MUST ABSTAIN** from knowingly voting on a measure which would inure to the special gain or loss of a principal (other than a government agency) by whom he or she is retained (including the parent, subsidiary, or sibling organization of a principal by which he or she is retained); to the special private gain or loss of a relative; or to the special private gain or loss of a business associate. Commissioners of community redevelopment agencies (CRAs) under Sec. 163.356 or 163.357, F.S., and officers of independent special tax districts elected on a one-acre, one-vote basis are not prohibited from voting in that capacity.

For purposes of this law, a "relative" includes only the officer's father, mother, son, daughter, husband, wife, brother, sister, father-in-law, mother-in-law, son-in-law, and daughter-in-law. A "business associate" means any person or entity engaged in or carrying on a business enterprise with the officer as a partner, joint venturer, coowner of property, or corporate shareholder (where the shares of the corporation are not listed on any national or regional stock exchange).

* * * * *

ELECTED OFFICERS:

In addition to abstaining from voting in the situations described above, you must disclose the conflict:

PRIOR TO THE VOTE BEING TAKEN by publicly stating to the assembly the nature of your interest in the measure on which you are abstaining from voting; *and*

WITHIN 15 DAYS AFTER THE VOTE OCCURS by completing and filing this form with the person responsible for recording the minutes of the meeting, who should incorporate the form in the minutes.

* * * * *

APPOINTED OFFICERS:

Although you must abstain from voting in the situations described above, you are not prohibited by Section 112.3143 from otherwise participating in these matters. However, you must disclose the nature of the conflict before making any attempt to influence the decision, whether orally or in writing and whether made by you or at your direction.

IF YOU INTEND TO MAKE ANY ATTEMPT TO INFLUENCE THE DECISION PRIOR TO THE MEETING AT WHICH THE VOTE WILL BE TAKEN:

- You must complete and file this form (before making any attempt to influence the decision) with the person responsible for recording the minutes of the meeting, who will incorporate the form in the minutes. (Continued on page 2)

APPOINTED OFFICERS (continued)

- A copy of the form must be provided immediately to the other members of the agency.
- The form must be read publicly at the next meeting after the form is filed.

IF YOU MAKE NO ATTEMPT TO INFLUENCE THE DECISION EXCEPT BY DISCUSSION AT THE MEETING:

- You must disclose orally the nature of your conflict in the measure before participating.
- You must complete the form and file it within 15 days after the vote occurs with the person responsible for recording the minutes of the meeting, who must incorporate the form in the minutes. A copy of the form must be provided immediately to the other members of the agency, and the form must be read publicly at the next meeting after the form is filed.

DISCLOSURE OF LOCAL OFFICER'S INTEREST

I, TIM ALCORN, hereby disclose that on MARCH 12, 20 19 :

(a) A measure came or will come before my agency which (check one or more)

- ☐ inured to my special private gain or loss;
- ☐ inured to the special gain or loss of my business associate, _____ ;
- ☐ inured to the special gain or loss of my relative, _____ ;
- ☐ inured to the special gain or loss of _____, by
whom I am retained; or
- ☐ inured to the special gain or loss of _____, which
is the parent subsidiary, or sibling organization or subsidiary of a principal which has retained me.


(b) The measure before my agency and the nature of my conflicting interest in the measure is as follows:

I WITHHELD MY VOTE BECAUSE I WANTED TO RESEARCH THE ISSUE OF A POTENTIAL CONFLICT. I WAS NOT CERTAIN, BUT IN AN ABUNDANCE OF CAUTION, I WAS ADVISED BY SCHOOL BOARD ATTORNEY LEONARD DIETZEN NOT TO VOTE. I HAVE SINCE LEARNED THERE WAS NO CONFLICT.

If disclosure of specific information would violate confidentiality or privilege pursuant to law or rules governing attorneys, a public officer, who is also an attorney, may comply with the disclosure requirements of this section by disclosing the nature of the interest in such a way as to provide the public with notice of the conflict.

MARCH 26, 2019

Date Filed


Signature

NOTICE: UNDER PROVISIONS OF FLORIDA STATUTES §112.317, A FAILURE TO MAKE ANY REQUIRED DISCLOSURE CONSTITUTES GROUNDS FOR AND MAY BE PUNISHED BY ONE OR MORE OF THE FOLLOWING: IMPEACHMENT, REMOVAL OR SUSPENSION FROM OFFICE OR EMPLOYMENT, DEMOTION, REDUCTION IN SALARY, REPRIMAND, OR A CIVIL PENALTY NOT TO EXCEED \$10,000.

SUWANNEE COUNTY SCHOOL BOARD
REGULAR MEETING
March 26, 2019

MINUTES

The Suwannee County School Board met in Regular Session on this date in the School Board Meeting Room, 1729 Walker Avenue, SW, Suite 300, Live Oak, Florida. School Board members present were Chairman Ed daSilva, Tim Alcorn, and Jerry Taylor, along with Superintendent Ted Roush, School Board Attorney Leonard Dietzen, Chief Financial Officer Vickie DePratter, and Administrative Secretary Karen Lager. School Board Member Catherine Cason arrived at 6:03 p.m. School Board Member Ronald White was absent.

School Resource Officer Rachel Rodriguez was also present.

Chairman daSilva called the meeting to order at 6:00 p.m.

Student remarks and pledge to the flag by Suwannee Middle School Film Production Team student organization

Special Recognition by the Superintendent:

Branford High School

- Evan Procko – Competed and represented the District at *Art in the Capitol* in Tallahassee

District Spelling Bee Winners

- Cassie Clay (Westwood Christian School, 8th grade) – First Place
- Taylar Smith (Branford High School, 8th grade) – Runner Up

Citizen Input (A *Citizen Input Form* must be completed and submitted to the secretary to the Superintendent/School Board prior to addressing the Board. We ask that speakers keep their comments to two minutes.)

- There were none.

MOTION by Mr. Alcorn, second by Ms. Cason, for approval to adopt the Agenda.
MOTION CARRIED UNANIMOUSLY

MOTION by Ms. Cason, second by Mr. Alcorn, for approval of the Consent
Agenda. MOTION CARRIED UNANIMOUSLY

CONSENT AGENDA

Anyone present may approach the Board concerning any item on this agenda.
Board members may pull any item on the Consent Agenda for discussion and
separate action.

1. Approval of the following AMENDED Minutes: **(pgs. 8-17)**

January 22, 2019 - Regular Meeting (*Amended per Board vote on
February 26, 2019*)

2. Approval of the following Minutes: **(pgs. 18-35)**

February 12, 2019 - Workshop Session
 - Special Meeting
 - Expulsion Issues Hearing (Private)
February 26, 2019 - Regular Meeting

3. Approval of the monthly financial statement for February 2019.

4. The following bills for the period February 1-28, 2019:

General Checking Account

General Fund 1000	\$ 675,191.48
LCIF Fund 3200	222,428.82
Spec Act Revenue Bond 3210	40,035.60
Food Service Fund 4100	170,287.07
Federal Fund 4200	<u>123,976.34</u>
	\$ 1,231,919.31

Payroll Checking Account

General Fund 1000	\$ 3,062,688.30
Food Service Fund 4100	136,458.05
Federal Fund 4200	<u>440,644.65</u>
	\$ 3,639,791.00

Total \$ 4,871,710.31

5. Approval of the following budget amendments for fiscal year 2018-2019:

<u>General</u>	<u>LCIF</u>	<u>Special Revenues</u>
I-8	III-8	IV-8 (Federal)
		IV-7 (Food Service)

6. Approval for disposal of property as per the attached Property Disposition Form dated March 26, 2019. (pg. 36)
7. Approval of the following contract/agreement for the 2019-2020 school year: (RENEWAL) (Note: This contract has been reviewed and approved by Board Attorney Leonard Dietzen.)

#2020-01 Retainer Services and Master Service Agreement between
Defero Network Solutions, Inc. and the School Board of
Suwannee County, Florida (*Renewal/Revised*) (pgs. 37-51)

8. Approval to accept the following donated items:

<u>Site</u>	<u>Item</u>	<u>Donor</u>
District/HR	Cash Donation (\$1,300) (To help defray costs associated with the District Teacher of the Year/School Related Employee of the Year Social; and the District Retirement Reception for 2019)	Kelly Services
BHS/Ag Program	1990 Horse Trailer (Value: \$1,200)	Sheriff Sam St. John

9. The following reports for informational purposes:
- a. *Suwannee County District School Board Financial and Federal Single Audit* for the Fiscal Year Ended June 30, 2018
 - b. *Suwannee County District School Board Operational Audit* for the Fiscal Year Ended June 30, 2018
10. Approval of the following student transfers for the 2018-2019 school year.
Parents will provide transportation.

District Reassignment:

FIRST NAME	LAST NAME	TO	FROM	GRADE
Genesis	Alexander	Suwannee	Hamilton	2
Serenity	Alexander	Suwannee	Hamilton	K
Ezra	King	Suwannee	Hamilton	PK

11. Approval of the following student transfers for the 2019-2020 school year.
Parents will provide transportation.

District Reassignment:

FIRST NAME	LAST NAME	TO	FROM	GRADE
Kendell	Wynn	Suwannee	Hamilton	K

12. Human Resources Transactions (pgs. 52-56)

RECOMMENDATIONS 2018-2019 SCHOOL YEAR:

RETIREMENT: INSTRUCTIONAL:

Branford Elementary School:

Linda Michelle Aderholt, Teacher, effective June 1, 2019

Suwannee High School:

Kenneth L. Campbell, Teacher, effective June 27, 2019

RESIGNATION: INSTRUCTIONAL:

RIVEROAK Technical College:

Richard Crockett, Teacher, effective March 1, 2019

Jenny Hurst, LPN Instructor, effective March 18, 2019

RETIREMENT: NON-INSTRUCTIONAL/SCHOOL RELATED:

Branford Elementary School:

Belinda Horn, Paraprofessional, effective May 30, 2019

Transportation:

Phyllis Postell, Bus Driver, effective October 1, 2019

RESIGNATION: NON-INSTRUCTIONAL/SCHOOL RELATED:

Transportation:

Samantha Kaczmarek, Bus Driver, effective March 4, 2019

Devon Kearney, Bus Driver, effective March 6, 2019

RECOMMENDATIONS: INSTRUCTIONAL:

Suwannee Intermediate School:

James Thomas, Teacher, effective February 19, 2019

REPLACES: Christina Newhart

LEAVE OF ABSENCE (FAMILY AND MEDICAL LEAVE):

Suwannee Middle School:

Lawanna Zimmerman, Teacher, January 7, 2019 through February 15, 2019, without pay.

TRANSFERS/REASSIGNMENTS:

(Revised from the February 26, 2019 Personnel Changes)

<u>NAME</u>	<u>FROM: SITE/POSITION</u>	<u>TO: SITE/POSITION</u>	<u>EFFECTIVE</u>	<u>REPLACES</u>
Timothy Burbridge	SMS/Guidance Counselor	SIS/Guidance Counselor	3/13/2019	
Jimmy Wilkerson	SMS/Principal	Transportation/Director	4/1/2019	Chris Landrum
Laura Williams	SMS/Assistant Principal	SMS/Principal	4/1/2019	Jimmy Wilkerson

MISCELLANEOUS:

Branford Elementary School:

Approval for the following Pre-K Teachers below to work up to 12 additional hours for Pre-K registration on June 3, 2019 through June 4, 2019:

Kelly Davidson

Cara Howard

Jessica Wagner

Suwannee Virtual School:

Approval for Karen Braun to work up to 250 additional hours paid by Title I and Title V for training through the Suwannee Virtual School effective February 27, 2019 through June 27, 2019.

RECOMMENDATIONS: NON-INSTRUCTIONAL/SCHOOL RELATED:

Branford Elementary School:

Alysia Causey, Custodian, effective March 7, 2019

REPLACES: Jason Sparkman

Facilities:

Clayton Ross, Assistant Grounds Foreman, effective March 4, 2019

REPLACES: John Garrison

Food Service:

Cierra Parker, 8 hour Food Service Worker, effective February 21, 2019

REPLACES: Cathy Carter

Suwannee Primary School:

Callie Bullock, K-1 Paraprofessional, Temporary, effective March 18, 2019

REPLACES: Monica Djulvez

Julia Gay, Paraprofessional, effective February 20, 2019

REPLACES: Meredith Garrison

Transportation:

Devon Kearney, Bus Attendant, effective March 7, 2019

REPLACES: Cotara Ross

SUPPLEMENTARY:

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>
Melinda Ahrens	Planning Period	SMS
Karen Braun	Planning Period	SMS
Amanda Hurst	Planning Period	SMS
Katheryn Quincey	Planning Period	SMS
Jayvis Ward	Intramural Basketball	SMS

LEAVE OF ABSENCE (ILLNESS IN THE LINE OF DUTY):

Suwannee Primary School:

Linda Cheshire, Paraprofessional, February 13, 2019 through February 14, 2019, for a total of 11 hours.

LEAVE OF ABSENCE (FAMILY AND MEDICAL LEAVE):

Suwannee Middle School:

Goldie Fralick, School Nurse, tentatively February 11, 2019 through February 18, 2019, and February 20, 2019, and March 7, 2019 and March 18, 2019 through April 22, 2019, without pay.

LEAVE OF ABSENCE (MEDICAL LEAVE):

Branford High School:

Deborah Yates, Paraprofessional, tentatively January 7, 2019 through March 15, 2019, without pay, with the option of returning sooner if released by doctor.

Transportation:

Robin Garbett, Bus Driver, tentatively February 27, 2019 through March 27, 2019 without pay, with the option of returning sooner if released by the doctor.

SUBSTITUTES:

The following to serve as Substitute Bus Attendants:

Vicki Padgett

Kendra Kunkle

VOLUNTEERS:

Martha Adams

Juan Alvarado

Kelley Arnold

Michael Ascough

David Bass

Britnee Bell

Ericka Beltran Ramirez

Victoria Boston

Michael Bower

Penny Brannan

Terry Brannan

Jamie Brennan

Martha Bressette

Doris Cranford

Michelle Cribbs

Ronald Cribbs

Allison Crisp

Ashley Dalton

Larry Daniel

Paxton Daniel

Lori Daniels

Stephanie Donaway

Antonio Duarte

Lisa Dubrute

Heather Duncan

Maggie Evans

Geily Falcon

Angela Galler

Michael Garner

Timothy Griffith

Sarah Hatch

April Henderson

Christina Hofmann

Stephen Hollar

Deanna Horton

Bryan Hughes

Jed Humphries

Eric Hunt

Adam Jackson

Chadwick Jacobs

Mary Jacobs

Lettie Jelks

Larry Jenkins

Michelle Jenkins

Miranda Jones

Rosanne Kardaseski

Katie Kinsey

Karen Knighton

Cheree Laurent-Brennan

Maygualida Lopez

Pedro Lopez-Lorenzo

Lynn Mabey

William Martin

Amanda Martin

Vera Massey

Erin McDonald

Gwendolyn McQuay

Louise Miller

Sarah Money

Maria Moreno

Stacey Morgan

Patricia Morse

Brittany Napoleon-Rico

Sylvia Netter
Morgan North
Crystal Nur
Michael Ogden Jr
Fred O'Quinn
Bernard Owens
Mellani Reese
Daynette Ross
Richard Sapp
Anthony Scott
Cheri Sexton
Daniel Shepard

Darya Smith
Mary Smith-Richardson
John Snider
Ana Sotomayor
Sylvia Spivey
Jennie Sullivan
Kendall Taylor
Lindsey Taylor
Wayne Taylor
Chris Tomlinson
Gina Tucker
January Tuten

Janet Valenti
Holly Velez-Moore
Ryan Vermilyea
Glen Ward
James Ward
Shekea Weatherspoon
Julie Weeks
Jeffrey Whitener
Brian Williams
Deerra Yates
Ashley Zarate

**End of List
2018-2019
School Year**

REGULAR AGENDA

Assistant Superintendent of Instruction – Janene Fitzpatrick:

1. MOTION by Mr. Taylor, second by Ms. Cason, for approval of the following curriculum item for the 2018-2019 school year, along with the date correction, on Page 58, under Branford High School: Credit Recovery Grades 8-11: Schedule – 6/26/2016, should be 6/26/2019:

- a. 2019 Summer School Schedule (pgs. 57-59)

MOTION CARRIED UNANIMOUSLY

2. MOTION by Mr. Alcorn, second by Mr. Taylor, for approval of the following personnel item for the 2018-2019 school year:

a. The following summer school positions for the 2019 summer school term:

<u>Program</u>	<u>Number of Employees/Position</u>	<u>Funding</u>
Credit Recovery (Grades 8-11)	6 – Teachers (BHS-2; SHS-4) 3 – Paraprofessionals (BHS-1; SHS-2)	Federal Programs/ General Fund
Driver's Education	2 – Teachers (SHS) <i>(Teachers will serve students from BHS, SHS, and SVS, as needed)</i>	Federal Programs/ General Fund
Virtual Instruction	9 – Teachers (SVS) <i>(As needed to complete courses already in progress)</i>	General Fund
3 rd Grade Reading Camp	5 – Teachers (BES-1; SES-4)	Reading Allocation/ General Fund
VPK	6 – Teachers (SPS)	VPK
Extended School Year (ESY) Services for ESE	3 – Teachers 4 – Paraprofessionals 1 – Nurse	IDEA Grant
21 st Century (CCLC) Program	4 – Site Coordinators (BES-1; SES-1; SIS-1; SPS-1) 8 – Paraprofessionals (BES-2; SES-2; SIS-2; SPS-2)	21 st CCLC Grant

<u>Program</u>	<u>Number of Employees/Position</u>	<u>Funding</u>
Migrant Summer Program	5 – Paraprofessionals	Title I Part C
Transportation	2 – Bus Drivers 2 – Bus Attendants (as needed for ESE travel)	Federal Programs, as available

NOTE: Positions will be based on student enrollment daily.

MOTION CARRIED UNANIMOUSLY

3. The Superintendent recommends approval of the following personnel items for the 2019-2020 school year:

MOTION by Ms. Cason, second by Mr. Taylor, for Item 3.a. below:

- a. Reclassify the Principal of Suwannee Virtual School position to a Director of School Choice position; 12-month; 8 hours per day; effective July 1, 2019

Mr. Taylor expressed concern with not having received the salary/cost analysis information on both positions being reclassified. Mrs. Fitzpatrick stated that she had the information and that the District would save approximately \$6,000 in reclassifying both positions. Mr. Roush confirmed the exact amount of \$6,714 in savings. Mr. Alcorn asked to see the detail on paper. Mr. Roush left the meeting, briefly, to print the information requested; when he returned, he distributed the requested information to Board members.

MOTION to RESCIND by Ms. Cason, second by Mr. Taylor, on individual Item 3.a. MOTION to RESCIND CARRIED UNANIMOUSLY

MOTION by Mr. Taylor, second by Ms. Cason, for approval of all items under Item 3 (a. through f.).

- b. Reclassify the Teacher on Special Assignment (TSA)/Counselor position at Suwannee Virtual School to a Coordinator of Virtual School position; 12-month; 8 hours per day; effective July 1, 2019
- c. Job Description #183 – Director of School Choice (*New*) (pgs. 60-63)
- d. Job Description #184 – Coordinator of Virtual School (*New*) (pgs. 64-67)

- e. Revise *Salary Schedule 2018-2019 Principals and Administrators* to reflect compensation for the Director of School Choice position, effective July 1, 2019 **(pgs. 68-69)**
- f. Revise *Salary Schedule 2018-2019 Assistant Principals, Curriculum, and Other Program Coordinators* to reflect compensation for the Coordinator of Virtual School position, effective July 1, 2019 **(pg. 70)**

MOTION CARRIED UNANIMOUSLY

- 4. MOTION by Mr. Taylor, second by Mr. Alcorn, for approval of the 2018-2019 District and School Advisory Councils and Bylaws, for the following:

Mr. Taylor encouraged principals to make sure their respective advisory council committees are made up of the correct community/parent/student percentages as required by statute.

- a. Suwannee County School District **(pgs. 71-81)**
- b. Branford Elementary School **(pgs. 82-89)**
- c. Suwannee Primary School **(pgs. 90-95)**
- d. Suwannee Elementary School **(pgs. 96-100)**
- e. Suwannee Intermediate School **(pgs. 101-107)**
- f. Suwannee Middle School **(pgs. 108-112)**
- g. Branford High School **(pgs. 113-119)**
- h. Suwannee High School **(pgs. 120-126)**

MOTION CARRIED UNANIMOUSLY

Director of Facilities – Mark Carver:

- 5. MOTION by Mr. Taylor, second by Mr. Alcorn, for approval of the annual Florida Department of Education, Office of Educational Facilities, Florida Inventory of School Houses (FISH) Certification of Facilities Data for 2018-2019. MOTION CARRIED UNANIMOUSLY
- 6. MOTION by Mr. Alcorn, second by Ms. Cason, for approval of the following personnel item for the 2018-2019 school year:
 - a. Twelve day laborers to work on summer projects under the direction of the Director of Facilities

MOTION CARRIED UNANIMOUSLY

Director of Information Technology – Josh Williams:

7. MOTION by Mr. Taylor, second by Ms. Cason, for approval of the 2019-2020 Official Enrollment Packet for student enrollment in Suwannee County School District. (pgs. 127-140) MOTION CARRIED UNANIMOUSLY

School Board Attorney – Leonard Dietzen:

8. Legal Counsel's Report – No legal matters to report.

Superintendent of Schools – Ted Roush:

9. Superintendent's Report

- Mr. Roush informed Board members that he would not be able to attend the FSBA Day in the Legislature this year due to prior commitments; however, Mr. Boatright will be attending in his place on Thursday, April 4, 2019.
- End of Year (EOY) Activities Calendar is in the process of being updated, and it will be distributed by the end of next week.
- Suwannee Opportunity School (SOS) update will be provided at the April or May workshop; looking to have the SOS up and running for the 2019-2020 school year; the School Resource Officer (SRO) assigned to RIVEROAK Technical College will cover the SOS, as well.
- Apologized to the Board for the late notice of Congressman Neal Dunn's visit to our District; the Congressman never made contact with the Superintendent's office regarding his visits to Branford High and Suwannee High Schools.
- Reminder of the School-Related Employee of the Year/Teacher of the Year Social to be held Thursday, at 3:45 p.m., at Suwannee High School Atrium.
- We have four out of five Board members committed to participate in the Master Board Forum/Training; asked for direction from the Board on whether to proceed. Mr. Alcorn asked to first see the possible dates. Mrs. Lager reported that FSBA is working with Hamilton County School District to get potential dates to hold a joint opening session with our District; then the three sessions after that would be held with our District only; will provide additional information when received from FSBA.
- Executive Session will be held following the meeting tonight.

Miscellaneous

Mr. Alcorn asked for a draft cost analysis summary on the set-up costs for the off-site Suwannee Opportunity School at a future workshop.

School Board Members:

10. Issues and concerns Board members may wish to discuss

- Mr. Taylor stated that he spoke with Chris Doolin regarding funding cuts on digital classroom. Mr. Doolin said he will follow-up on this issue. Mr. Taylor stated that the bill regarding school board member term limits will most likely pass in the House, but feels that the Senate will vote it down.
- Ms. Cason questioned the projected teacher shortage for the upcoming school year, as well as minority recruitment. She asked that these topics be discussed at a future workshop. Mr. Boatright responded that Mr. Richmond and several other administrators are scheduled to attend upcoming recruitment fairs and minority recruitment will be a priority. He also stated that the Minority Recruitment Plan will be updated this summer. Mr. daSilva suggested to workshop this subject closer to the end of summer.
- Mr. Alcorn asked that the expulsion procedure/process be discussed at a future workshop. Mr. Alcorn expressed his thanks to our teachers and bus drivers regarding the ESE Day at the fair recently. Mr. Alcorn expressed concern regarding the District's radio ads and asked that additional information be provided for these ads. Mr. Alcorn expressed his thanks to the Key Club for doing a great job with the corn booth at the fair.

The meeting adjourned at 7:50 p.m.



CENTER for ASSESSMENT, STRATEGIC
PLANNING, EVALUATION and RESEARCH

CONTRACT FOR EVALUATION SERVICES

Center for Assessment, Strategic Planning, Evaluation and Research, LLC
d.b.a. CASPER, LLC

Corporate Headquarters:

6707 193rd Street East
Bradenton, Florida 34211

Authorized Representatives for Contract

Charles E. Byrd, Ph.D.
President and CEO, CASPER
6707 193rd Street East
Bradenton, Florida 34211
Phone: (352) 262-3357
Email: contact@casperfl.com

AGREEMENT between:

Suwannee County School District (hereinafter referred to as “**Client**”) having its principal place of business at: 1729 Walker Avenue, SW, Ste. 200, Live Oak, Florida 32064, with the principal contacts being Superintendent Ted Roush (Superintendent of Schools; ted.roush@suwannee.k12.fl.us) and Janene Fitzpatrick (Assistant Superintendent of Instruction, janene.fitzpatrick@suwannee.k12.tl.us).

And

Center for Assessment, Strategic Planning, Evaluation and Research, LLC (d.b.a. CASPER) having its principal place of business at 6707 193rd Street East, Bradenton, Florida, 34211 (phone: 352-262-3357; Email: contact@casperfl.com).

WHEREAS **CASPER** has agreed to provide services to **Client** set out in clause (2) hereof AND the parties have agreed and do hereby agree that the terms of such agreement be put into writing, NOW THEREFORE the parties agree to be bound by the following terms and conditions:

1. The Term

This agreement will commence immediately and terminate no later than August 31, 2019. This contract covers work performed starting August 1, 2018. This contract is available for renewal based on successful completion of contract services and continued funding under the 21st Century Community Learning Centers initiative.

2. Scope of Services

CASPER will perform the services as described within the Scope of Services (“the Service”). Nothing contained in this contract will be construed as or have the effect of constituting a relationship of employer and employee between the parties to this agreement. The **Client** agrees to provide any necessary data to aid in the evaluation process, including quantitative and qualitative data and general descriptive information necessary to complete the evaluation reports (e.g., prior agency success, student data, etc.). In addition, the **Client** agrees to furnish all necessary descriptions of activities and services at each of the identified site locations. The 21st CCLC proposal is firmly rooted in a commitment to continuous improvement, with the cornerstone being a logical process of planning, data collection, analysis, reporting, and refining. **CASPER will provide the following services for the Suwannee County School District 21st CCLC Programs:**

1. ***Continuous Improvement:*** CASPER will provide assistance and oversight of the ongoing evaluation using the Continuous Improvement Model (CIM). This will include, at minimum, the following: individualized assessment using both formal (e.g., surveys) and informal (e.g., meetings) techniques to guide incremental changes within ongoing services, adopt new ways to improve and measure outcomes, discontinue or adapt activities that have no value, and increase emphasis on objectives and outcomes. The immediate and individualized feedback provided through CIM is particularly important for implementation of this 21st CCLC model to help guide and ensure the highest impact for each student. The overall evaluation process is designed to provide a structure to (1) generate information for ongoing program/activity refinement, (2) assessing progress in meeting outcomes, (3) documenting/ analyzing how the model works in practice, and (4) documenting/analyzing changes in targeted student’s actions, attitudes, knowledge, performance.
2. ***Objectives and Evaluation Plan:*** CASPER will provide The Suwannee County School District with objective language, needs assessment data (based on district and state databases) to establish objective benchmarks, justification for benchmarks, description of assessment process for each objective, method for mid-year assessment and end-of-year assessment for each objective, and method for collecting data on each metric. These items will be submitted to the FLDOE under the RFA and/or RFP systems on behalf of The Suwannee County School District (they will be reviewed by the grant's office and program prior to submission - which is completed by The Suwannee County School District). The evaluator will also provide the narrative required for the evaluation section of the RFAs and RFPs - including a description of the evaluator, evaluation plan, and method for ensuring continuous improvement.
3. ***General Training and Assistance:*** CASPER will provide evaluation training and assistance, as requested or required, regarding data collection, selection of data elements, data storage, evaluation planning, development of recommendations under CIM, and use of evaluation findings for planning and revising program activities. The training can be provided in small groups (e.g., training provided during the conference in past years to specialists), during office meetings, or individually (e.g., sitting down with each site

coordinator regarding use of the new master database and attendance sheet). Training is always available when the evaluator is already in town visiting sites. NOTE: The FLDOE does not allow the evaluator to be paid for trainings under the 21st CCLC grant, as being paid for trainings under the grant creates a potential conflict. These are not professional development trainings, but are designed to provide a better evaluation experience for all stakeholders.

4. **Data Collection and Survey Support:** CASPER provides ongoing support and technical assistance to the Director and other requested 21st CCLC staff in data collection and survey development for proposed performance indicators (if necessary). CASPER provides assistance with survey development for performance indicators not originally proposed, but only insofar as the surveys and indicators are used for the 21st CCLC program.
5. **Adult Literacy and Performance Survey (ALPS):** CASPER has developed and will provide to Suwannee County School District the ALPS for use in the 21st CCLC program. This survey is provided to adult participating in the program's literacy nights, as required by the FLDOE. This is provided without fee for use by Suwannee County School District only for those grants where CASPER is the evaluator. A database will also be developed and provided to the program (for each site) to utilize when collecting ALPS data.
6. **Master Student Database:** CASPER will develop and maintain the Master Student Database for the 21st CCLC program. This database will be designed to collect all necessary data for the program over the course of the year, thus ensuring all deliverables can be submitted timely. The master student database will be a complex spreadsheet, completed at the site level and sent to the evaluator periodically through the year (for the purposes of creating & submitting deliverables to FLDOE).
7. **Periodic Database Submissions:** CASPER will submit state-mandated databases at least three times per year (or as often as required by the FLDOE). This submission includes: (1) obtaining information from The Suwannee County School District and the associated site locations; (2) pulling data from district data provided within the master student databases; (3) cleaning and compiling student monthly attendance by site; (4) cleaning site-level assessment data; (5) de-identifying the database according to The Suwannee County School District and AEA rules and policies; (6) submitting the databases to the FLDOE; (7) cleaning and submitting a separate database for adult performance data.
8. **Site Visits:** CASPER enjoys the opportunity to visit as many sites as possible during site visits with the program during the Fall, Spring, and Summer. CASPER will visit the program at least once, as per agreement with The Suwannee County School District should CASPER be awarded the contract(s). There is no minimum required number of visits by the FLDOE, though it would be expected that the evaluator visit the agency at least once during the course of the program year. The program has access to site visit forms used by CASPER, if they chose to complete their own site visits before or after the CASPER visit. The visits are designed to be informal assessment of program operations, and CASPER does not evaluate staff members or school facilities.
9. **Interim Debriefing:** A debriefing will be held after site visits and program visits, either in person or via teleconference. The debriefing will provide findings and recommendations

for the program to improve the quality of 21st CCLC activities and help ensure progress towards program objectives. A written report may be provided based on site visits when there is not an opportunity for a debriefing. While not always necessary, the written report has proven helpful in the past to provide feedback to all stakeholders interested in feedback from the site visits. A written report will only be provided if mutually agreed upon by CASPER and The Suwannee County School District.

10. ***Student Daily Attendance (State Submission):*** To assist with the deliverables process, CASPER will provide The Suwannee County School District assistance in submitting the daily attendance for each site and each day of operations. The daily attendance is collected by sites, submitted to the program director assigned, checked against sign-in sheets, and sent to the evaluator. The evaluator then cleans the data and checks for any abnormalities or issues (e.g., attendance when the program did not operate, duplicated students, etc.). Once clean, the data are entered for each day in the FLDOE online system or associated excel sheet. These attendance data are also entered into the master student database by student and by month.
11. ***Deliverables Verification:*** In checking the daily attendance and/or upon request, CASPER will enter the online deliverable system (if available) and check each deliverable submitted for relative accuracy and completeness. If possible, CASPER will provide assistance if a deliverable is likely to be denied. The FLDOE changes the rules for deliverables each year, so deliverables that were once approved might now be denied, but CASPER will provide as much assistance as possible.
12. ***Mid-Year Evaluation Report:*** The mid-year evaluation report utilizes data provided for the mid-year database. The mid-year report is a data-only report, where CASPER analyzes data provided at mid-year (e.g., 1st and 2nd semester course 'grades', state standardized test scores, pre-post assessments, ALPS performance data, etc.). The analysis is relatively basic, and is provided on a form required by the FLDOE (alterations to the form are forbidden by the FLDOE). The data are not generally interpreted, though CASPER has long provided an interpretation of the data elsewhere on the Objective Assessment and Data Collection Tool (the tool wherein the mid-year report is located). This is submitted for each grant project and cannot be combined.
13. ***Formative Evaluation Summary:*** The formative evaluation summary is provided based on the data submitted during the mid-year evaluation report. The evaluator must use the same data submitted at mid-year, as per FLDOE requirements. Using the same form (Objective Assessment and Data Collection Tool), the evaluator provides recommendations based on both 'data collection' and 'program operations' for each of the objectives approved under each 21st CCLC grant. This is submitted for each grant project and cannot be combined.
14. ***End-Of-Year Report:*** The end-of-year evaluation report utilizes data provided for the end-of-year database. As with the mid-year report, this is also a data-only report, where CASPER analyzes data provided at the end-of-year (e.g., 1st and 4th semester course 'grades', state standardized test scores, pre-post assessments, ALPS performance data, etc.). The analysis is relatively basic, and is provided on a form required by the FLDOE

(without alteration). The data are not generally interpreted, though CASPER has long provided an interpretation of the data elsewhere on the Objective Assessment and Data Collection Tool (the tool wherein the end-of-year report is located). This is submitted for each grant project and cannot be combined.

15. **Summative Evaluation Summary:** The summative evaluation summary is provided based on the data submitted during the end-of-year evaluation report. The evaluator must use the same data submitted at the end-of-year, as per FLDOE requirements. Using the same form (Objective Assessment and Data Collection Tool), the evaluator provides recommendations based on both 'data collection' and 'program operations' for each of the objectives approved under each 21st CCLC grant. This is submitted for each grant project and cannot be combined. These data and recommendations must be consistent with the Summative Evaluation Report.
16. **Summative Evaluation Report:** This is the most comprehensive element of the evaluation process. The end-of-year report guides the summative evaluation (as they must align entirely), but the summative evaluation report has additional information on overall program outcomes and more detailed information about those activities and operations with the greatest impact and success. The summative evaluation encompasses the prior academic year and the immediately preceding summer programming. The purpose of the evaluation is aimed at recording and developing a model that can be applied in other settings, as well as providing a comprehensive report that can be shared with stakeholders (note the report must be uploaded to the program website and is available from the FLDOE website). The summative evaluation includes all elements of program operation (e.g., hours, days); activities; enrollment and attendance; measures of academic performance; feeder schools; staff information; and partnerships. Recommendations for program refinement are provided and based on both quantitative and qualitative data. The summative evaluation report also provides a means for the FLDOE to validate data submitted to the federal government.
17. **Annual Performance Report (Federal Data Submission):** CASPER provides all necessary manpower to clean data, aggregate data, and categorize data for submission to the United States Department of Education Annual Performance Report system (21APR; previously PPICS). The 21APR is a comprehensive data collection system that requires a substantial amount of work to aggregate and submit data for each site. CASPER fully completes the 21APR on behalf of the program to ensure compliance with state and federal rules and regulations. These data are mandated under federal law, and must be submitted to avoid forfeiture of 21st CCLC grants under the agency.
18. **Refinement:** CASPER will assist in refining and addressing any identified concerns. CASPER will also assist, if requested, with revisions of objectives based on future needs assessments and proposed activities aligned to objectives and student needs.
19. **CASPER** will be available by telephone and email to ensure timely communication necessary to accomplish the required work.

3. Compensation (Evaluation)

Most federal projects determine reasonable evaluation costs as 10% of the total grant. While such percent-based allocations are easier to determine, CASPER disagrees with such blanket allocations. As such, this evaluation contract is based on a more appropriate estimate of less than 5% of the total grant award. CASPER believes proposing a lower amount per grant will provide the highest quality of services, while also maximizing available project funding for direct use with 21st CCLC students and direct evaluation costs for each grant project.

The **Client** agrees to compensate **CASPER** at a fixed rate for the indicated 21st CCLC project for which CASPER is the lead evaluator. The fixed price contract represents a savings to the 21st CCLC program, as standard fees for evaluation services on federal grants are at least 10% of the total grant. Total costs estimated using standard federal rates would be up to \$20,000 for this 21st CCLC grant. Even the 5% maximum budget allowed by The Suwannee County School District grants would be nearly \$10,000. Given CASPER's past working history with Florida's Boys & Girls Clubs, a discounted rate is proposed to ensure maximum funding is allocated to direct student services and ensure the program has sufficient funds to offset other data management costs. The fixed price contract is estimated based on \$100 per hour cost for an estimated 270 hours per grant (estimated: 40 hours per grant for program visits (preparation and execution); 60 hours per grant for database development and maintenance (multiple submissions and updates); 80 hours per grant for evaluation support, data analysis, and reporting requirements; 20 hours per grant for bi-weekly meetings regarding program progress and troubleshooting; 40 hours per site for direct quality assistance, and 30 hours per grant for the 21APR submission multiple times throughout the year). Grants with smaller budgets are given further discounts to maximize funding for students. This total cost includes all stationary, telephone, utilities, travel expenses, taxes, licenses, and insurances associated with the evaluation services described above. Costs do not include printing, postage, online services, and/or travel in excess of that described above. CASPER agrees to provide, in kind, the difference between the 10% federal estimate for evaluation services and the fixed price contract.

Although an hourly rate was used to estimate total costs, the fixed price is based on a Service Fee Base Rate. CASPER understands that the Service Fee Base Rate will be maintained as the evaluation cost for the duration of each of the grants included in this request for bid. As such, even if the total grant award increases or decreases (e.g., the grants may decrease by 20% in the third year), CASPER will be contracted for the portion of the total grant amount equal to the Service Fee Base Rate. The Service Fee Base Rate is significantly (20%) lower than the 5.0% rate allowable by the FLDOE under 21st CCLC. The proposed Service Fee Base Rate is indicated in the following table for each grant individually. The following cost schedule for the fixed price contract is based on payments being 'triggered' by specific deliverables. Rather than paying for every deliverable, CASPER proposes a limited number of deliverables to 'trigger' a payment (upon invoice). Payments are made when the noted 'keystone' deliverables are met and submitted to the Suwannee County School District. The Suwannee County School District may choose to pay CASPER on a monthly basis. In this event, the table on the following page will serve to indicate the amount CASPER may not charge or must refund if a specific deliverable is not completed in the timeframe provided under the contract and/or FLDOE RFP deadlines.

**Suwannee County School District
21st Century Community Learning Centers**

Suwannee County School District

1) Continuous Improvement / Guidance	Complimentary
2) Evaluation Support and Training	Complimentary
3) Data Collection and Survey Support	Complimentary
a. Student Master Database	\$2,000
b. Adult Performance Database	Complimentary
c. Pre-Post Review and Support	Complimentary
d. Literacy Performance Survey	Complimentary
e. Monthly Attendance Support	Complimentary
4) On-Site Evaluation Visits:	--
a. Visit 1 (Fall or Spring)	\$3,000
b. Visit 1 Debriefing Meeting	Complimentary
c. Visit 2 (Spring or Summer)	Discretionary
d. Visit 2 Debriefing Meeting	Discretionary
5) Data Collection and Reports:	--
a. Baseline Database	Complimentary
b. Baseline Database Update	Complimentary
c. Mid-Year Database	Complimentary
d. Mid-Year Data Report	\$5,000
e. Formative Evaluation Summary	\$5,000
f. Formative CIM Response	Complimentary
g. End-of-Year Database	Complimentary
h. End-of-Year Data Report	\$5,000
i. End-of-Year Data Summary	Complimentary
6) Summative Evaluation Report	\$5,196
7) Federal Data Submission (21APR)	Complimentary
8) Feedback and Debriefings	Complimentary
9) Improvement / Refinement Support	Complimentary
10) Objectives and Evaluation Plan	Complimentary
11) Bi-Weekly Communication (On Request)	Complimentary

Proposed Evaluation Costs **\$25,196**

Proposed Service Fee Base Rate **3.60%**

21st CCLC Grant Award **\$699,884**

Maximum Service Fee (5.0%) **\$34,995**

Total for grant and evaluation costs are estimated, with the service fee base rate at 3.60%. This is significantly lower than the total allowable evaluation costs for the Suwannee County School District grants, allowing \$9,798 for data entry support within the Suwannee County School District.

4. Compensation (Professional Development)

The Client may request **CASPER** to provide additional professional development to active 21st CCLC staff under this contract. Whereas **CASPER** is a known resource for professional development trainings about 21st CCLC and the afterschool movement, the **Client** agrees to compensate **CASPER** at a fixed rate of \$2,500 for each day of professional development to staff of this grant, if requested, with a minimum of two days of training. Professional development trainings may include general 21st CCLC trainings and development of high-quality afterschool programs. The **Client** agrees to compensate **CASPER** a fixed rate, as above, to include preparation, travel, and provision of the professional development workshops for 21st CCLC staff. Although fixed price, costs are estimated at 25 hours (15 hours preparation, 10 hours training over two days) at \$150 per hour and \$1,250 for all travel costs. Costs do not include printing.

The entire cost for professional development sessions must be paid in full prior to provision of services. A separate invoice will be provided to **Client** for each professional development training. The **Client** is responsible for ensuring participation and tracking attendance for reporting to the Florida Department of Education.

5. Meetings

CASPER and the **Client** will attend meetings via telephone, as required or requested, in order to discuss aspects of this agreement and the Services.

6. Expenses

Reasonable expenses (1) when properly and necessarily incurred beyond the scope of this contract and (2) with prior written approval from **Client** will be paid by **Client**. **CASPER** will ensure that expense forms, where appropriate and where provided by **Client** to **CASPER**, are completed and delivered to **Client** as soon as practicably possible following the expense actually occurring.

7. Overtime

No minimum hours are promised and no overtime will be paid by **Client** to **CASPER**. **CASPER** agrees to work within the agreed budget specified. At the sole discretion of **CASPER**, additional days or hours may be worked as required to ensure the timely and complete delivery of the project, and, at its own cost, **CASPER** will carry out any steps necessary to make good the quality and suitability of the project deliverables. By exception, and at the request of **Client**, **CASPER** may be requested to work additional hours to meet unforeseen requirements. In this circumstance, additional work will be paid at the rate of \$150.00 per hour, or on a pro rata basis.

8. Warranties / Guarantee

CASPER warrants that it has the necessary expertise, skill and experience to provide the Service and will provide unbiased and independent advice in respect of the Service. **CASPER** warrants that it will comply with representations and descriptions in respect of the Service including, but not limited to, capabilities, performance, completeness, accuracy, characteristics and specification.

CASPER warrants that the Service and any material or materials supplied or obtained by **CASPER** in connection with this agreement will not in any manner or way infringe or violate any third party proprietary rights including but not limited to any copyright, patent, trademark, trade name, registered design, trade secret, proprietary information, contractual, property, employment or non-disclosure rights.

CASPER shall use all resources at **CASPER's** disposal to perform duties as assigned and agreed to by both parties, and shall submit same in good faith. However, no guarantee of continued funding for the **Client** is implied or promised by **CASPER**. In addition, **CASPER** and **Client** recognize that performance of tasks in Section 2 necessitates communication and information exchange between the parties and with funders, and that delay in completing the tasks may occur if there are delays with information exchange. **Client** also recognizes that **Client** is responsible for any acknowledgments and reports to funders, unless otherwise determined by Agreement.

9. Indemnity and Insurance

CASPER will indemnify **Client** against professional loss, damage, costs and expenses which **Client** may incur as a consequence of any act, omission, negligence or default of **CASPER**, its employees, subcontractors, assignees or agents in connection with or in performance of the Services.

Likewise, **Client** will indemnify **CASPER** against professional loss, damage, costs and expenses which **CASPER** may incur as a consequence of any act, omission, negligence or default of **Client**, its employees, subcontractors, assignees or agents in connection with or in performance of the Services.

CASPER believes in protecting clients and stakeholders of the 21st CCLC programs under evaluation. As such, **CASPER** currently carries a number of insurance policies. Upon request, all clients are added to these policies as an "additional insured" and are provided certificates as such. Insurances are subject to change, but currently include:

- Professional Liability (Grant Writing / Evaluation) (Lloyds of London): \$500,000
- General Liability (Hartford Insurance): \$1,000,000
- Personal and Advertising Injury (Hartford Insurance): \$1,000,000
- Products and Services Liability (Hartford Insurance): \$2,000,000
- Damage to Premises (Hartford Insurance): \$1,000,000
- Business Owners (Hartford Insurance): \$1,000,000
- Automobile Liability (Hired) (Hartford Insurance): \$1,000,000
- Workers Compensation (Hartford Insurance): 1,000,000

10. Ownership

All Intellectual Property Rights, including copyrights, in and to any software, documentation, drawings, data, information, database, writings, or other product created or produced by **CASPER** in performing the Services under this Agreement will be the property **CASPER**. Contingent upon payment for services, **CASPER** hereby authorizes unlimited use, present and future, of any software, documentation, drawings, data, information, database, writings, or other product created or produced exclusively through this Agreement. The **Client** hereby agrees to reference **CASPER** by full name (i.e., **Center for Assessment, Strategic Planning, Evaluation and Research**) when using any said product, either in whole or in part.

This clause in no way limits or transfers the Intellectual Property Rights of the **Client** in and to any software, documentation, drawings, data, information, database, writings, or other product originally owned, purchased, or developed by **Client** and used during the execution of this contract. **CASPER** will not obtain rights in any data, materials, or systems otherwise utilized or provided by **Client** in connection with this agreement. At the request and expense of **Client**, **CASPER** will do all things and sign all documents or instruments reasonably necessary in the opinion of **Client** to enable **Client** to obtain, defend and enforce its rights in any such data, materials or systems. Upon request by **Client**, **CASPER** will promptly deliver to **Client** copies of such data, materials or systems that may be in the possession, custody or control of **CASPER**.

The provisions and requirements of this clause will survive the expiration or termination of this Agreement.

11. Confidentiality

CASPER will maintain as confidential all information obtained under or in connection with this Agreement and will not divulge such information to any person (except to their own employees or subcontractors and then only to those employees or subcontractors who need to know same) without the **Client's** prior written consent.

The **Client** will maintain as confidential all information obtained under or in connection with this Agreement and will not divulge such information to any person (except to their own employees who need to know same) without **CASPER's** prior written consent.

This clause will not extend to information which was rightfully in the possession of **CASPER** or the **Client** prior to the commencement of the negotiations that led to this Agreement, which was already in the public domain or becomes so at a future date (other than as a result of a breach of this clause), or is discoverable under the public record laws of Florida (if applicable).

The **Client** agrees to allow **CASPER** to use the **Client's** legal name and unaltered logo, if available, in print, electronic, and web-based materials as a current or past client of **CASPER**. **CASPER** agrees to allow the **Client** to use **CASPER's** full legal name and unaltered logo, if desired, in print, electronic, and web-based materials as a consultant and/or contractor of the **Client**, including the nature of and satisfaction with said services.

For all contractors as set forth in Section 119.0701, Florida Statutes (2018) see EXHIBIT A which is incorporated by reference herein.

These obligations of confidentiality will survive the expiry or any termination of this agreement.

12. Certification Regarding Debarment and Suspension

As required by Executive Order 12549, the undersigned representative of **CASPER** certifies, to the best of his or her knowledge and belief, that **CASPER** and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, sentenced to a denial of Federal benefits by a State or Federal court, or voluntarily excluded from covered transactions by any Federal department or agency;



- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and (d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default.

13. Offers of Employment

CASPER will not make any approach to any member of staff of **Client**, nor will **CASPER** offer employment to any of **Client** employees or contractors either during this Agreement or for a period of six months from the termination or expiry of the Agreement.

Client will make no approach or offer relating to employment to any employees or subcontractors of **CASPER** during this agreement. **Client** will not accept the services of any such employee or subcontractor for a period of six months immediately following the termination or expiry of this Agreement except (a) on further assignment from **CASPER** or (b) as a permanent recruit in which event a fee of 15% (fifteen percent) of his or her initial base salary will be payable by **Client** to **CASPER** at the discretion of **CASPER**.

14. Independence

CASPER and its employees and subcontractors are independent contractors and nothing in this Agreement will render them an agent or partner of **Client**, and **CASPER** will not hold themselves out as such. **CASPER** and its employees and subcontractors will not have any right or power to bind **Client** to any obligation.

CASPER is retained or engaged by **Client** only for the purposes and to the extent set forth in this Agreement. **CASPER's** relation to **Client** will, during the period or periods of this Agreement, be that of an independent contractor and, as such, **CASPER** will be free to dispose of such portion of its time, energy and skill, when **CASPER** is not obligated under this Agreement, in such a manner as **CASPER** sees fit.

This Agreement will not establish a joint venture, agency or partnership between **Client** and **CASPER** beyond that explicitly detailed in the finalized grant applications funding the services of this Agreement (i.e., external evaluation and staff trainings).

CASPER will not be considered under this Agreement, or otherwise, or in any way, as having the status of employee or being entitled to participate in any plans, schemes, arrangements or distributions by **Client** pertaining to, or in connection with, any person, stock, bonus, profit sharing or other benefits provided ordinarily by **Client** to its employees.

15. Termination

- (a) This agreement may be terminated by mutual agreement of **CASPER** and **Client**. With mutual agreement, **Client** will have no liability in respect of costs incurred following the expiration of such notice.
- (b) This agreement may be terminated immediately by either party on giving notice in writing to the other, if the other party has a receiver or administrative receiver appointed or passes a resolution for winding up (otherwise than for a bona fide scheme of solvent amalgamation or reconstruction) or a court of competent jurisdiction makes an order to that effect or if the other party becomes subject to an administration order or enters into a voluntary arrangement with its creditors or ceases or threatens to cease to carry on business.
- (c) Should **CASPER** or any of its employees or subcontractors or agents commit, in the sole opinion of **Client**, a gross breach of contract or be guilty of gross misconduct, **Client** will be entitled to terminate this agreement immediately.
- (d) In the event that **CASPER** or its employees or subcontractors are absent during the Service and, in the sole opinion of **Client**, that **CASPER** has been or will be absent for a period of time unacceptable to **Client**, but not less than 45 calendar days, **Client** will be entitled to terminate this agreement immediately.
- (e) Any termination of this agreement, however occasioned will not affect any accrued rights or liabilities of the other party, nor will it affect the coming into force, or the continuance in force, of any provision hereof which is expressly or by implication intended to come into or continue in force on or after such termination.

16. Force Majeure

Notwithstanding anything else contained in this Agreement, neither party will be liable for any delay in performing its obligations herein, if such delay is caused by circumstances beyond its reasonable control (including, without limitation, any delay caused by an act or omission of the other party).

Subject to the party so delaying promptly notifying the other party in writing of the reason for the delay and the likely duration of the delay, the performance of such party's obligations will be suspended during the period that the said circumstances persist, and such party will be granted an extension of a time period for performance of duties and obligations under this agreement equal to the period of the delay.

This to be the case except where said delay is caused by the act or omission of the other party, in which event the rights, remedies and liabilities of the parties will be as conferred by the other clauses and terms of this Agreement and by law:

- (a) Any costs arising from such delay will be borne by the party incurring the same, and
- (b) either party may, if such delay continues for more than eight weeks, terminate this Agreement on giving notice in writing to the other in which event neither party will be liable to the other by reason of such termination.

17. Waiver of Remedies

No forbearance, indulgence or delay by either party in enforcing the provisions of this Agreement will prejudice or restrict the rights of that party, nor will any waiver of its rights operate as a waiver of any subsequent breach. No right, power or remedy in the Agreement conferred upon or reserved for either party is exclusive of all other rights, powers or remedies available to that party and each such right, power or remedy will be cumulative.

18. Entire Agreement

This Agreement supersedes all prior arrangements, agreements and understandings between the parties. No addition to or modification of any provision of this Agreement will be binding upon the parties unless made by written instrument and signed by an authorized representative of each of the parties.

19. Assignment

Neither party will assign or transfer this Agreement or any of its rights or obligations herein, whether in whole or in part without the prior written consent of the other.

20. Notices

All notices that are required to be given under this agreement will be in writing and will be sent to the address of the appropriate party as set out in this Agreement or such alternative address the recipient may designate by notice given in accordance with the provisions of this clause. Any such notice may be delivered personally, by first class pre-paid letter or facsimile transmission and will be deemed to have been served if by hand when delivered, if by first class post 48 hours after posting and if by facsimile transmission when dispatched.

20. Headings

The headings to and numbering of the clauses of this Agreement are for ease of reference only and will not affect the interpretation, application or construction of this Agreement.

22. Law

This Agreement will be governed by and construed in accordance with the Laws of the State of Florida. In the event of any litigation arising from this agreement, the parties agree that the exclusive state court forum for said litigation shall be in Suwannee County, in the court of appropriate jurisdiction.

The parties hereby knowingly, voluntarily and intentionally waive any right it may have to a trial by jury with respect to any litigation related to or arising out of, under, or in conjunction with this agreement.

This agreement shall constitute the entire agreement between the parties. This agreement may be terminated or renegotiated by either party in accordance with this contract.



CASPER, LLC

Name: Charles E. Byrd, Ph.D.

Title: President and CEO

Date: 03/01/2019

EIN: 27-4660705

Suwannee County School District

Name: Ted L. Roush

Title: Superintendent of Schools

Date:

Name: Ed daSilva

Title: Board Chairperson

Date:

/**/**/

"Approved as to Form and Sufficiency
BY _____

Leonard J. Dietzen, III

Rumberger, Kirk & Caldwell, P.A.

Suwannee School Board Attorney"

EXHIBIT A

Public Records Law Requirements under Chapter 119.0701, Florida Statutes (2018)

IF THE CONTRACTOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, HE OR SHE MUST CONTACT THE DISTRICT'S CUSTODIAN OF PUBLIC RECORDS, VICKIE MUSIC DePRATTER, CPA, CHIEF FINANCIAL OFFICER, AT 386-647-4609, VICKIE.DEPRATTER@SUWANNEE.K12.FL.US, OR 1729 WALKER AVENUE, SW, SUITE 200, LIVE OAK, FL 32064.

If you are a contractor as defined by Section 119.0701(1)(a), Florida Statutes (2018), you must comply with Florida's public records law.

You must keep and maintain public records required by the School District to perform the contracted services.

Upon request from the School District's Custodian of public records, you must provide the District with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in Chapter 119 or otherwise provided by law.

You must ensure that public records which are *exempt or confidential and exempt* from public records disclosure requirements are not disclosed except as authorized by law for the duration of the contract term and following completion of the contract, if the contractor does not transfer the records to the District.

Upon completion of the contract, you must transfer, at no cost, to the District all public records in possession of the contractor or continue to keep and maintain public records required by the District to perform the contracted services. *See* Section 119.0701(2)(b)4, Florida Statutes (2018), for additional record keeping requirements.

REQUEST FOR RECORDS RELATING TO DISTRICT'S CONTRACT FOR SERVICES

A request to inspect or copy public records relating to a District's contract for services must be made directly to the District's records custodian. If the District does not possess the requested records, the District shall immediately notify the contractor of the request, and the contractor must provide the records to the District or allow the records to be inspected or copied within a reasonable time.

If contractor does not timely comply with the District's request for records, the District shall be able to sue for breach of contract and the prevailing party shall be entitled to attorney's fees.

A contractor who fails to provide the requested public records to the District within a reasonable time may be subject to penalties under Section 119.10, Florida Statutes (2018).

CASPER

SCSB 2019-95 (REVISED/RENEWAL)



**CENTER for ASSESSMENT, STRATEGIC
PLANNING, EVALUATION and RESEARCH**
Center for Assessment, Strategic Planning, Evaluation and
Research

CONTRACT FOR EVALUATION SERVICES

Center for Assessment, Strategic Planning, Evaluation and Research, LLC

d.b.a. CASPER, LLC

Corporate

Headquarters: 6707

193rd Street East

Bradenton, Florida 34211

Authorized Representatives for Contract

Charles E. Byrd, Ph.D.

President and CEO.

CASPER 6707 193rd Street

East Bradenton, Florida

34211

Phone: (352) 262-3357

Email: contact@casperfl.com

AGREEMENT between:

Suwannee County School District (hereinafter referred to as "Client") having its principal place of business at: 1729 Walker Avenue, SW, Ste. 200, Live Oak, Florida 32064, with the principal contacts being Superintendent Ted Roush (Superintendent of Schools; ted.roush@suwannee.k12.fl.us) and Janene Fitzpatrick (Assistant Superintendent of Instruction, janene.fitzpatrick@suwannee.k12.fl.us).

And

Center for Assessment, Strategic Planning, Evaluation and Research, LLC (d.b.a. CASPER) having its principal place of business at ~~4110 NW 64th~~ **6707 193rd Street East, Bradenton, Florida 34211** (phone: 352-262-3357; Email: contact@casperfl.com).

WHEREAS CASPER has agreed to provide services to Client set out in clause (2) hereof AND the parties have agreed and do hereby agree that the terms of such agreement be put into writing, NOW THEREFORE the parties agree to be bound by the following terms and conditions:

INFO ONLY

1. The Term

This agreement will commence ~~on the date of execution by all parties and terminate~~ immediately and terminate no later than July 31, August 31, 2019. This contract covers work performed starting August 1, 2018. This contract is available for renewal based on successful completion of contract services and continued funding under the 21st Century Community Learning Centers initiative ~~until July 31, 2018.~~

INFO ONLY



2. Scope of Services

CASPER will perform the services as described within the Scope of Services ("the Service"). Nothing contained in this contract will be construed as or have the effect of constituting a relationship of employer and employee between the parties to this agreement. The **Client** agrees to provide any necessary data to aid in the evaluation process, including quantitative and ~~quantitative~~ quantitative-qualitative data and general descriptive ~~information~~ information necessary to complete the evaluation reports (e.g., prior agency success, student data, etc.). In addition, the **Client** agrees to furnish all necessary descriptions of activities and services at each of the identified site locations. The ~~21st~~ 21st CCLC proposal is firmly rooted in a commitment to continuous improvement, with the cornerstone being a logical process of planning, data collection, analysis, reporting, and refining. CASPER will provide the following services for the Suwannee County School District 21st CCLC Programs:

1. **Continuous Improvement:** CASPER will provide assistance and oversight of the ongoing evaluation using the Continuous Improvement Model (CIM). This will include, at minimum, the following: individualized assessment using both formal (e.g., surveys) and informal (e.g., meetings) techniques to guide incremental changes within ongoing services, adopt new ways to improve and measure outcomes, discontinue or adapt activities that have no value, and increase emphasis on objectives and outcomes. The immediate and individualized feedback provided through CIM is particularly important for implementation of this 21st CCLC model to help guide and ensure the highest impact for each student. The overall evaluation process is designed to provide a structure to (1) generate information for ongoing program/activity refinement, (2) assessing progress in meeting outcomes, (3) documenting/ analyzing how the model works in practice, and (4) documenting/analyzing changes in targeted student's actions, attitudes, knowledge, performance.
2. **Objectives and Evaluation Plan:** CASPER will provide The Suwannee County School District with objective language, needs assessment data (based on district and state databases) to establish objective benchmarks, justification for benchmarks, description of assessment process for each objective, method for mid-year assessment and end-of-year assessment for each objective, and method for collecting data on each metric. These items will be submitted to the FLDOE under the RFA and/or RFP systems on behalf of The Suwannee County School District (they will be reviewed by the grant's office and program prior to submission - which is completed by The Suwannee County School District). The evaluator will also provide the narrative required for the evaluation section of the RFAs and RFPs - including a description of the evaluator, evaluation plan, and method for ensuring continuous improvement.
3. **1. Evaluation Support. Provide ongoing General Training and Assistance:** CASPER will provide evaluation training and assistance, as requested or required, regarding baseline and follow-up data collection, selection of data elements, data storage, evaluation planning, development of recommendations under ~~CIM~~ CIM, and use of evaluation findings for planning and revising program activities. The training can be provided in small groups (e.g., training provided during the conference in past years to specialists), during office meetings, or individually (e.g., sitting down with each site

INFO ONLY

Contract for Evaluation Services
Suwannee County School District



coordinator regarding use of the new master database and attendance sheet). Training is always available when the evaluator is already in town visiting sites. NOTE: The FLDOE does not allow the evaluator to be paid for trainings under the 21st CCLC grant, as being paid for trainings under the grant creates a potential conflict. These are not professional development trainings, but are designed to provide a better evaluation experience for all stakeholders.

4. **2-Data Collection and Survey Support:** CASPER will provide provides ongoing support and technical assistance to the Program Director, Site Coordinators, and other requested 21st CCLC staff in data collection, data entry, and survey development for proposed performance indicators (if necessary). CASPER agrees to provide additional provides assistance with survey development for performance indicators not originally proposed, but for the use of 21st CCLC, so long as the commitment does not exceed 20 hours per annum. only insofar as the surveys and indicators are used for the 21st CCLC program.
5. **Adult Literacy and Performance Survey (ALPS):** CASPER has developed and will provide to Suwannee County School District the ALPS for use in the 21st CCLC program. This survey is provided to adult participating in the program's literacy nights, as required by the FLDOE. This is provided without fee for use by Suwannee County School District only for those grants where CASPER is the evaluator. A database will also be developed and provided to the program (for each site) to utilize when collecting ALPS data.
6. **Master Student Database:** CASPER will develop and maintain the Master Student Database for the 21st CCLC program. This database will be designed to collect all necessary data for the program over the course of the year, thus ensuring all deliverables can be submitted timely. The master student database will be a complex spreadsheet, completed at the site level and sent to the evaluator periodically through the year (for the purposes of creating & submitting deliverables to FLDOE).
7. **Periodic Database Submissions:** CASPER will submit state-mandated databases at least three times per year (or as often as required by the FLDOE). This submission includes: (1) obtaining information from The Suwannee County School District and the associated site locations; (2) pulling data from district data provided within the master student databases; (3) cleaning and compiling student monthly attendance by site; (4) cleaning site-level assessment data; (5) de-identifying the database according to The Suwannee County School District and AEA rules and policies; (6) submitting the databases to the FLDOE; (7) cleaning and submitting a separate database for adult performance data.
8. **Site Visits:** CASPER enjoys the opportunity to visit as many sites as possible during site visits with the program during the Fall, Spring, and Summer. CASPER will visit the program at least once, as per agreement with The Suwannee County School District should CASPER be awarded the contract(s). There is no minimum required number of visits by the FLDOE, though it would be expected that the evaluator visit the agency at least once during the course of the program year. The program has access to site visit forms used by CASPER, if they chose to complete their own site visits before or after the CASPER visit. The visits are designed to be informal assessment of program operations.

INFO ONLY

*Contract for Evaluation Services
Suwannee County School District*



and CASPER does not evaluate staff members or school facilities.

9. *Interim Debriefing:* A debriefing will be held after site visits and program visits, either in person or via teleconference. The debriefing will provide findings and recommendations

INFO ONLY



for the program to improve the quality of 21st CCLC activities and help ensure progress towards program objectives. A written report may be provided based on site visits when there is not an opportunity for a debriefing. While not always necessary, the written report has proven helpful in the past to provide feedback to all stakeholders interested in feedback from the site visits. A written report will only be provided if mutually agreed upon by CASPER and The Suwannee County School District.

10. **Student Daily Attendance (State Submission):** To assist with the deliverables process, CASPER will provide The Suwannee County School District assistance in submitting the daily attendance for each site and each day of operations. The daily attendance is collected by sites, submitted to the program director assigned, checked against sign-in sheets, and sent to the evaluator. The evaluator then cleans the data and checks for any abnormalities or issues (e.g., attendance when the program did not operate, duplicated students, etc.). Once clean, the data are entered for each day in the FLDOE online system or associated excel sheet. These attendance data are also entered into the master student database by student and by month.
11. **Deliverables Verification:** In checking the daily attendance and/or upon request, CASPER will enter the online deliverable system (if available) and check each deliverable submitted for relative accuracy and completeness. If possible, CASPER will provide assistance if a deliverable is likely to be denied. The FLDOE changes the rules for deliverables each year, so deliverables that were once approved might now be denied, but CASPER will provide as much assistance as possible.
12. **Mid-Year Evaluation Report:** The mid-year evaluation report utilizes data provided for the mid-year database. The mid-year report is a data-only report, where CASPER analyzes data provided at mid-year (e.g., 1st and 2nd semester course 'grades', state standardized test scores, pre-post assessments, ALPS performance data, etc.). The analysis is relatively basic, and is provided on a form required by the FLDOE (alterations to the form are forbidden by the FLDOE). The data are not generally interpreted, though CASPER has long provided an interpretation of the data elsewhere on the Objective Assessment and Data Collection Tool (the tool wherein the mid-year report is located). This is submitted for each grant project and cannot be combined.
13. **Formative Evaluation Summary:** The formative evaluation summary is provided based on the data submitted during the mid-year evaluation report. The evaluator must use the same data submitted at mid-year, as per FLDOE requirements. Using the same form (Objective Assessment and Data Collection Tool), the evaluator provides recommendations based on both 'data collection' and 'program operations' for each of the objectives approved under each 21st CCLC grant. This is submitted for each grant project and cannot be combined.
14. **End-Of-Year Report:** The end-of-year evaluation report utilizes data provided for the end-of-year database. As with the mid-year report, this is also a data-only report, where CASPER analyzes data provided at the end-of-year (e.g., 1st and 4th semester course 'grades', state standardized test scores, pre-post assessments, ALPS performance data, etc.). The analysis is relatively basic, and is provided on a form required by the FLDOE



(without alteration). The data are not generally interpreted, though CASPER has long provided an interpretation of the data elsewhere on the Objective Assessment and Data Collection Tool (the tool wherein the end-of-year report is located). This is submitted for each grant project and cannot be combined.

15. **Summative Evaluation Summary:** The summative evaluation summary is provided based on the data submitted during the end-of-year evaluation report. The evaluator must use the same data submitted at the end-of-year, as per FLDOE requirements. Using the same form (Objective Assessment and Data Collection Tool), the evaluator provides recommendations based on both 'data collection' and 'program operations' for each of the objectives approved under each 21st CCLC grant. This is submitted for each grant project and cannot be combined. These data and recommendations must be consistent with the Summative Evaluation Report.

3. On Site Evaluation Visits: Provide at least two site visits per year, wherein all program sites will be visited at least once per year. CASPER will cover all travel expenses for the two planned visits. Additional visits initiated by CASPER will be provided at no additional cost to Client. Additional evaluation visits requested by Client may be provided at the discretion of CASPER, with travel costs covered by Client in accordance with local and/or state travel regulations.

4. Formative Evaluation: A formative evaluation report will be completed once per year (Due March 15, 2018), based on data collected during the Fall enrollment period. The summative evaluation will contain necessary elements to act as a second formative evaluation. Each report will include a review of operational accomplishments and challenges (e.g., hiring staff, student recruitment/retention, partner board, etc.), actual versus proposed operation (e.g., days of operation, attendance), review of objectives, and recommendations for addressing challenges.

16. **Summative Evaluation:** The summative evaluation (Due August 15, 2018) will have **Summative Evaluation Report**. This is the most comprehensive element of the evaluation process. The end-of-year report guides the summative evaluation (as they must align entirely), but the summative evaluation report has additional information on overall program outcomes and more detailed information about those activities and operations with the greatest impact and success. The summative evaluation will encompass the prior academic year and the immediately preceding summer programming, if in operation. The purpose of the summative evaluation is aimed at recording and developing a model that can be applied in other settings. Summative evaluations will include, as well as providing a comprehensive report that can be shared with stakeholders (note the report must be uploaded to the program website and is available from the FLDOE website). The summative evaluation includes all elements of program operation (e.g., hours, days); activities; enrollment and attendance; measures of academic performance; federal teacher impact surveys; feeder schools; staff information; and partnerships. Recommendations for program refinement are provided and based on both quantitative and qualitative data. The summative evaluation report also provides a means for the FLDOE to validate data submitted to the federal government.

17. **Annual Performance Report (Federal Data Submission):** CASPER provides all necessary manpower to clean data, aggregate data, and categorize data for submission to the United States Department of Education Annual Performance Report system (21APR; previously PPICS). The 21APR is a comprehensive data collection system that requires a substantial amount of work to aggregate and submit data for each site. CASPER fully completes the 21APR on behalf of the program to ensure compliance

INFO ONLY

Contract for Evaluation Services
Suwannee County School District



with state and federal rules and regulations. These data are mandated under federal law, and must be submitted to avoid forfeiture of 21st CCLC grants under the agency.

6. ~~Feedback and Debriefings: The process for sharing and distributing information will occur at three levels: (1) administrators, (2) staff members, and (3) stakeholders. Feedback will include written evaluation reports (as above), as well as: (a) Monthly teleconferences, when requested, with the evaluator, program director, principals, and any staff wishing to participate. During these meetings, current data trends and operations will be reviewed with a focus on program improvement and immediate refinement; and (b) support for weekly meetings, when necessary, between the program~~

Page 1 of 11

INFO ONLY

INFO ONLY

Contract for Evaluation Services
Suwannee County School District



~~director and teachers to explore data to help tailor program offerings to the needs and progress of individual students.~~

18. ~~7.~~ Refinement. ~~CASPER will assist Client with~~ Refinement: CASPER will assist in refining and addressing any identified concerns. CASPER will also assist, if requested, with revisions of objectives based on future needs assessments and proposed activities aligned to objectives and student needs.

~~8.~~ Data Submission: CASPER will provide assistance with the federal online submission of 21^A CCLC data through whatever system is released by the US Department of Education (currently termed the 21 APR). CASPER will provide assistance to the Client in ensuring appropriate data is collected throughout the year for final submission next year. CASPER will also provide assistance in submitting any necessary data to the Florida Department of Education, if required.

19. ~~9.~~ CASPER will be available by telephone and email to ensure timely communication necessary to accomplish the required work.

INFO ONLY



3. Compensation (Evaluation)

Most federal projects determine reasonable evaluation costs as 10% of the total grant. While such percent-based allocations are easier to determine, CASPER disagrees with such blanket allocations. As such, this evaluation contract is based on a more appropriate estimate of less than 5% of the total grant award. CASPER believes proposing a lower amount per grant will provide the highest quality of services, while also maximizing available project funding for direct use with 21st CCLC students and direct evaluation costs for each grant project.

The Client agrees to compensate CASPER at a fixed rate of \$25,000 for the Suwannee County School District 21st CCLC Program for the indicated 21st CCLC project for which CASPER is the lead evaluator. The fixed price contract represents a savings to the Client 21st CCLC program, as standard fees for evaluation services on federal grants are 10% of the total grant. Costs include at least 10% of the total grant. Total costs estimated using standard federal rates would be up to \$20,000 for this 21st CCLC grant. Even the 5% maximum budget allowed by The Suwannee County School District grants would be nearly \$10,000. Given CASPER's past working history with Florida's Boys & Girls Clubs, a discounted rate is proposed to ensure maximum funding is allocated to direct student services and ensure the program has sufficient funds to offset other data management costs. The fixed price contract is estimated based on \$100 per hour cost for an estimated 270 hours per grant (estimated: 40 hours per grant for program visits (preparation and execution); 60 hours per grant for database development and maintenance (multiple submissions and updates); 80 hours per grant for evaluation support, data analysis, and reporting requirements; 20 hours per grant for bi-weekly meetings regarding program progress and troubleshooting; 40 hours per site for direct quality assistance, and 30 hours per grant for the 21st APR submission multiple times throughout the year). Grants with smaller budgets are given further discounts to maximize funding for students. This total cost includes all stationary, telephone, utilities, and travel expenses for taxes, licenses, and insurances associated with the evaluation training and visits as services described above. Costs do not include printing, postage, online services, and/or travel in excess of that described above. As per the 21st CCLC application, payment will be provided with the following deliverables: CASPER agrees to provide, in kind, the difference between the 10% federal estimate for evaluation services and the fixed price contract.

Although an hourly rate was used to estimate total costs, the fixed price is based on a Service Fee Base Rate. CASPER understands that the Service Fee Base Rate will be maintained as the evaluation cost for the duration of each of the grants included in this request for bid. As such, even if the total grant award increases or decreases (e.g., the grants may decrease by 20% in the third year), CASPER will be contracted for the portion of the total grant amount equal to the Service Fee Base Rate. The Service Fee Base Rate is significantly (20%) lower than the 5.0% rate allowable by the FLDOE under 21st CCLC. The proposed Service Fee Base Rate is indicated in the following table for each grant individually. The following cost schedule for the fixed price contract is based on payments being 'triggered' by specific deliverables. Rather than paying for every deliverable, CASPER proposes a limited number of deliverables to 'trigger' a payment (upon invoice). Payments are made when the noted 'keystone' deliverables are met and submitted to the Suwannee County School District. The Suwannee County School District may choose to pay CASPER on a monthly basis. In this event, the table on the following page will serve to indicate the amount CASPER may not charge or must refund if a specific deliverable is not completed in the timeframe provided

INFO ONLY

*Contract for Evaluation Services
Suwannee County School District*



under the contract and/or FLDOE RFP deadlines.

INFO ONLY

INFO ONLY

Contract for Evaluation Services
Suwannee County School District



Suwannee County School District
21st Century Community Learning Centers

Suwannee County School District

1) Continuous Improvement / Guidance	Complimentary
2) Evaluation Support and Training	Complimentary
3) Data Collection and Survey Support	Complimentary
a. Student Master Database	\$2,000
b. Adult Performance Database	Complimentary
c. Pre-Post Review and Support	Complimentary
d. Literacy Performance Survey	Complimentary
e. Monthly Attendance Support	Complimentary
4) On-Site Evaluation Visits:	--
a. Visit 1 (Fall or Spring)	\$3,000
b. Visit 1 Debriefing Meeting	Complimentary
c. Visit 2 (Spring or Summer)	Discretionary
d. Visit 2 Debriefing Meeting	Discretionary
5) Data Collection and Reports:	--
a. Baseline Database	Complimentary
b. Baseline Database Update	Complimentary
c. Mid-Year Database	Complimentary
d. Mid-Year Data Report	\$5,000
e. Formative Evaluation Summary	\$5,000
f. Formative CIM Response	Complimentary
g. End-of-Year Database	Complimentary
h. End-of-Year Data Report	\$5,000
i. End-of-Year Data Summary	Complimentary
6) Summative Evaluation Report	\$5,196
7) Federal Data Submission (21APR)	Complimentary
8) Feedback and Debriefings	Complimentary
9) Improvement / Refinement Support	Complimentary
10) Objectives and Evaluation Plan	Complimentary
11) Bi-Weekly Communication (On Request)	Complimentary

Proposed Evaluation Costs	\$25,196
Proposed Service Fee Base Rate	3.60%
21 st CCLC Grant Award	\$699,884
Maximum Service Fee (5.0%)	\$34,995

Total for grant and evaluation costs are estimated, with the service fee base rate at 3.60%. This is significantly lower than the total allowable evaluation costs for the Suwannee County School District grants, allowing \$9,798 for data entry support within the Suwannee County School District.

INFO ONLY

Contract for Evaluation Services
Suwannee County School District



"The evaluator will provide a Fall program level visit where at least three sites will be visited, including a debriefing held with Suwannee County SD Administrators and interested stakeholders (via conference call or in-person) and an interim continuous improvement summary report provided within 30 days of the interim visit focused on findings from the visit, operations of the program, and data analysis of any available baseline and progress data collected to date (\$7,500—payment will be made after submission of the interim report). The evaluator will provide a Spring program level visit where at least three sites will be visited, including a debriefing held with Suwannee County Administrators and interested stakeholders (via conference call or in-person) and an interim continuous improvement summary report provided within 30 days of the interim visit focused on findings from the visit (\$7,500—payment will be made after submission of the interim report). The evaluator will provide a summary formative progress report focused on program outcomes at mid-year to assist with the continuous improvement process and help the program understand current progress towards the established objectives (using the required FLDOE tool) (\$5,000—payment provided upon receipt of the formative evaluation). The evaluator will provide a summative evaluation report focused on program operations and program outcomes at the end of the operational year based on the current US Department of Education and FLDOE operational year (prior summer and current academic year) (\$5,000—payment provided upon receipt of the summative evaluation). The evaluator

will provide data analysis, interim reports, professional services, and assistance in on-site or off-site training staff on using the continuous improvement model. The evaluator will develop and oversee the collection of both quantitative and qualitative data such as questionnaires, surveys, and observations. Costs include compiling data, completing mid-year and end-of-year reports for FLDOE, compiling and cleaning data for formal reports, analyzing and aggregating site data for submission to FLDOE and USDOE, serving as point of contact for data issues for site coordinator, and providing monthly analysis of any data (upon request of the program director). Evaluator will also submit and/or ensure submission of all required data to FDOE and USDOE through any system developed by the state or federal governments."

Fall: 1 Program Visits (3 Sites) and 1 Interim Reports = \$7,500 Spring: 1 Program Visits (3 Sites) and 1 interim Reports = \$7,500 1 Formative Objective Reporting Tool and Mid-Year Data Reporting: \$5,000 1 Summative Evaluation Report and End-of-Year Data Reporting: \$5,000

4. Compensation (Professional Development)

The Client may request CASPER to provide additional professional development to active 21st CCLC staff under this contract. Whereas CASPER is a known resource for professional development trainings about 21st CCLC and the afterschool movement, the Client agrees to compensate CASPER at a fixed rate of \$2,000-2,500 for each day of professional development to staff of this grant, if requested, with a minimum of two days of training. Professional development trainings may include general 21st CCLC trainings and development of high-quality afterschool programs. The Client agrees to compensate CASPER a fixed rate, as above, to include preparation, travel, and provision of the professional development workshops for 21st-21st CCLC staff. Although fixed price, costs are estimated at 25 hours (15 hours preparation, 10 hours training over two days) at \$150 per hour and \$1,250 for all travel costs. Costs do not include printing. CASPER may agree to provide training at a lower negotiated rate under this contract.

The entire cost for professional development sessions must be paid in full prior to provision of services. A separate invoice will be provided to Client for each professional development training. The Client is responsible for ensuring participation and tracking attendance for reporting to the Florida Department of Education.

5. Meetings

CASPER and the Client will attend meetings via telephone, as required or requested, in order to discuss aspects of this agreement and the Services.

INFO ONLY

*Contract for Evaluation Services
Suwannee County School District*



6. Expenses

Reasonable expenses (1) when properly and necessarily incurred beyond the scope of this contract and (2) with prior written approval from **Client** will be paid by **Client**. **CASPER** will ensure that expense forms, where appropriate and where provided by **Client** to **CASPER**, are completed and delivered to **Client** as soon as practicably possible following the expense actually occurring.

Page 4 of 15

INFO ONLY

INFO ONLY

*Contract for Evaluation Services
Suwannee County School District*



7. Overtime

No minimum hours are promised and no overtime will be paid by **Client** to **CASPER**. **CASPER** agrees to work within the agreed budget specified. At the sole discretion of **CASPER**, additional days or hours may be worked as required to ensure the timely and complete delivery of the project, and, at its own cost, **CASPER** will carry out any steps necessary to make good the quality and suitability of the project deliverables. By exception, and at the request of **Client**, **CASPER** may be requested to work additional hours to meet unforeseen requirements. In this circumstance, additional work will be paid at the rate of \$-150.00 per hour, or on a pro rata basis.

8. Warranties / Guarantee

CASPER warrants that it has the necessary expertise, skill and experience to provide the Service and will provide unbiased and independent advice in respect of the Service. **CASPER** warrants that it will comply with representations and descriptions in respect of the Service including, but not limited to, capabilities, performance, completeness, accuracy, characteristics and specification.

INFO ONLY

INFO ONLY

*Contract for Evaluation Services
Suwannee County School District*



CASPER warrants that the Service and any material or materials supplied or obtained by **CASPER** in connection with this agreement will not in any manner or way infringe or violate any third party proprietary rights including but not limited to any copyright, patent, trademark, trade name, registered design, trade secret, proprietary information, contractual, property, employment or non-disclosure rights.

CASPER shall use all resources at **CASPER's** disposal to ~~perform~~ perform duties as assigned and agreed to by both parties, and shall submit same in good faith. However, no guarantee of continued funding for the **Client** is implied or promised by **CASPER**. In addition, **CASPER** and **Client** recognize that performance of tasks in Section 2 necessitates communication and information exchange between the parties and with ~~funders~~ funders, and that delay in completing the tasks may occur if there are delays with information exchange. **Client** also recognizes that **Client** is responsible for any acknowledgments and reports to ~~funders~~ funders, unless otherwise determined by Agreement.

9. Indemnity and Insurance

CASPER will indemnify **Client** against professional loss, damage, costs and expenses which **Client** may incur as a consequence of any act, omission, negligence or default of **CASPER**, its employees, subcontractors, assignees or agents in connection with or in performance of the Services.

Pa-5-11-11

INFO ONLY

Contract for Evaluation Services
Suwannee County School District



Likewise, Client will indemnify CASPER against professional loss, damage, costs and expenses which CASPER may incur as a consequence of any act, omission, negligence or default of Client, its employees, subcontractors, assignees or agents in connection with or in performance of the Services.

CASPER believes in protecting clients and stakeholders of the 21st CCLC programs under evaluation. As such, CASPER currently carries a number of insurance policies. Upon request, all clients are added to these policies as an "additional insured" and are provided certificates as such. Insurances are subject to change, but currently include:

Professional Liability (Grant Writing / Evaluation) (Lloyds of London): \$500,000

General Liability (Hartford Insurance): \$1,000,000

Personal and Advertising Injury (Hartford Insurance):

\$1,000,000 Products and Services Liability (Hartford Insurance):

\$2,000,000 Damage to Premises (Hartford Insurance):

\$1,000,000

Business Owners (Hartford Insurance): \$1,000,000

Automobile Liability (Hired) (Hartford Insurance): \$1,000,000

Workers Compensation (Hartford Insurance): 1,000,000

10. Ownership

All Intellectual Property Rights, including copyrights, in and to any software, documentation, drawings, data, information, database, writings, or other product created or produced by CASPER in performing the Services under this Agreement will be the property CASPER. Contingent upon payment for services, CASPER hereby authorizes unlimited use, present and future, of any software, documentation, drawings, data, information, database, writings, or other product created or produced exclusively through this Agreement. The Client hereby agrees to reference CASPER by full name (i.e., Center for Assessment, Strategic Planning, Evaluation and Research) when using any said product, either in whole or in part.

INFO ONLY

*Contract for Evaluation Services
Suwannee County School District*



This clause in no way limits or transfers the Intellectual Property Rights of the **Client** in and to any software, documentation, drawings, data, information, database, writings, or other product originally owned, purchased, or developed by **Client** and used during the execution of this contract. **CASPER** will not obtain rights in any data, materials, or systems otherwise utilized or provided by **Client** in connection with this agreement. At the request and expense of **Client**, **CASPER** will do all things and sign all documents or instruments reasonably necessary in the opinion of **Client** to enable **Client** to obtain, defend and enforce its rights in any such data, materials or systems. Upon request by **Client**, **CASPER** will promptly deliver to **Client** copies of such data, materials or systems that may be in the possession, custody or control of **CASPER**.

The provisions and requirements of this clause will survive the expiration or termination of this Agreement.

11. Confidentiality

CASPER will maintain as confidential all information obtained under or in connection with this Agreement and will not divulge such information to any person (except to their own employees or subcontractors and then only to those employees or subcontractors who need to know same) without the **Client's** prior written consent.

The **Client** will maintain as confidential all information obtained under or in connection with this Agreement and will not divulge such information to any person (except to their own employees who need to know same) without **CASPER's** prior written consent.

This clause will not extend to information which was rightfully in the possession of **CASPER** or the **Client** prior to the commencement of the negotiations that led to this Agreement, which was already in the public domain or becomes so at a future date (other than as a result of a breach of this clause), or is discoverable under the public record laws of Florida (if applicable).

The **Client** agrees to allow **CASPER** to use the **Client's** legal name and unaltered logo, if available, in print, electronic, and web-based materials as a current or past client of **CASPER**. **CASPER** agrees to allow the **Client** to use **CASPER's** full legal name and unaltered logo, if desired, in print, electronic, and web-based materials as a consultant and/or contractor of the **Client**, including the nature of and satisfaction with said services.

For all contractors as set forth in Section 119.0701, Florida Statutes ~~(2017)~~(2018) see EXHIBIT A which is incorporated by reference herein.

These obligations of confidentiality will survive the expiry or any ~~termination~~ termination of this agreement.

12. Certification Regarding Debarment and Suspension

As required by Executive Order 12549, the undersigned representative of **CASPER** certifies, to the best of his or her knowledge and belief, that **CASPER** and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, sentenced to a denial of Federal benefits by a State or Federal court, or voluntarily excluded from covered transactions by any Federal department or agency;

INFO ONLY

Contract for Evaluation Services
Suwannee County School District



- (b) ~~(b)~~ Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c) ~~(c)~~ Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph ~~(d)(1)~~(b) of this certification; and (d) Have not within a ~~three~~-three-year period preceding this application had one or more public transactions (Federal, State, or local) ~~terminated~~terminated for cause or default.

13. Offers of Employment

CASPER will not make any approach to any member of staff of Client, nor will CASPER offer employment to any of Client employees or contractors either during this Agreement or for a period of six months from the ~~termination~~termination or expiry of the Agreement.

Client will make no approach or offer relating to employment to any employees or subcontractors of CASPER during this agreement. Client will not accept the services of any such employee or subcontractor for a period of six months immediately following the termination or expiry of this Agreement except: (a) on further assignment from CASPER or (b) as a permanent recruit in which event a fee of 15% (fifteen percent) of his or her initial base salary will be payable by Client to CASPER at the discretion of CASPER.

14. Independence

CASPER and its employees and subcontractors are independent contractors and nothing in this Agreement will render them an agent or partner of Client, and CASPER will not hold themselves out as such. CASPER and its employees and subcontractors will not have any right or power to bind Client to any obligation.

CASPER is retained or engaged by Client only for the purposes and to the extent set forth in this Agreement. CASPER's relation to Client will, during the period or periods of this Agreement, be that of an independent contractor and, as such, CASPER will be free to dispose of such portion of its time, energy and skill, when CASPER is not obligated under this Agreement, in such a manner as CASPER sees fit.

Pa-7et11

INFO ONLY

*Contract for Evaluation Services
Suwannee County School District*



This Agreement will not establish a joint venture, agency or partnership between **Client** and **CASPER** beyond that explicitly detailed in the finalized grant applications funding the services of this Agreement (i.e., external evaluation and staff trainings).

CASPER will not be considered under this Agreement, or otherwise, or in any way, as having the status of employee or being entitled to participate in any plans, schemes, arrangements or distributions by **Client** pertaining to, or in connection with, any person, stock, bonus, profit sharing or other benefits provided ordinarily by **Client** to its employees.

INFO ONLY

INFO ONLY

Contract for Evaluation Services
Suwannee County School District



15. Termination

(a) This agreement may be terminated by mutual agreement of **CASPER** and **Client**. With mutual agreement, **Client** will have no liability in respect of costs incurred following the expiration of such notice.

(b) This agreement may be terminated immediately by either party on giving notice in writing to the other, if the other party has a receiver or administrative receiver appointed or passes a resolution for winding up (otherwise than for a bona fide scheme of solvent amalgamation or reconstruction) or a court of competent jurisdiction makes an order to that effect or if the other party becomes subject to an administration order or enters into a voluntary arrangement with its creditors or ceases or threatens to cease to carry on business.

(c) Should **CASPER** or any of its employees or subcontractors or agents commit, in the sole opinion of **Client**, a gross breach of contract or be guilty of gross misconduct, **Client** will be entitled to terminate this agreement immediately.

(d) ~~in~~ In the event that **CASPER** or its employees or subcontractors are absent during the Service and, in the sole opinion of **Client**, that **CASPER** has been or will be absent for a period of time unacceptable to **Client**, but not less than 45 calendar days, **Client** will be entitled to terminate this agreement immediately.

(e) Any termination of this agreement, however occasioned will not affect any accrued rights or liabilities of the other party, nor will it affect the coming into force, or the continuance in force, of any provision hereof which is expressly or by implication intended to come into or continue in force on or after such termination.

16. Force Majeure

Notwithstanding anything else contained in this Agreement, neither party will be liable for any delay in performing its obligations herein, if such delay is caused by circumstances beyond its reasonable control (including, without limitation, any delay caused by an act or omission of the other party).

Subject to the party so delaying promptly notifying the other party in writing of the reason for the delay and the likely duration of the delay, the performance of such party's obligations will be suspended during the period that the said circumstances persist, and

Pu-H-III

INFO ONLY

*Contract for Evaluation Services
Suwannee County School District*



such party will be granted an extension of a time period for performance of duties and obligations under this agreement equal to the period of the delay.

This to be the case except where said delay is caused by the act or omission of the other party, in which event the rights, remedies and liabilities of the parties will be as conferred by the other clauses and terms of this Agreement and by law;

- (a) Any costs arising from such delay will be borne by the party incurring the same, and
- (b) either party may, if such delay continues for more than eight weeks, terminate this Agreement on giving notice in writing to the other in which event neither party will be liable to the other by reason of such termination.

INFO ONLY

INFO ONLY

*Contract for Evaluation Services
Suwannee County School District*



17. Waiver of Remedies

No forbearance, indulgence or delay by either party in enforcing the provisions of this Agreement will prejudice or restrict the rights of that party, nor will any waiver of its rights operate as a waiver of any subsequent breach. No right, power or remedy in the Agreement conferred upon or reserved for either party is exclusive of all other rights, powers or remedies available to that party and each such right, power or remedy will be cumulative.

18. Entire Agreement

This Agreement supersedes all prior arrangements, agreements and understandings between the parties. No addition to or modification of any provision of this Agreement will be binding upon the parties unless made by written instrument and signed by an authorized representative of each of the parties.

19. Assignment

Neither party will assign or transfer this Agreement or any of its rights or obligations herein, whether in whole or in part without the prior written consent of the other.

20. Notices

All notices that are required to be given under this agreement will be in writing and will be sent to the address of the appropriate party as set out in this Agreement or such alternative address the recipient may designate by notice given in accordance with the provisions of this clause. Any such notice may be delivered personally, by first class pre-paid letter or facsimile transmission and will be deemed to have been served if by hand when delivered, if by first class post 48 hours after posting and if by facsimile transmission when dispatched.

20. Headings

The headings to and numbering of the clauses of this Agreement are for ease of reference only and will not affect the interpretation, application or construction of this Agreement.

Page 9 of 11

INFO ONLY

Contract for Evaluation Services
Suwannee County School District



22. Law

This Agreement will be governed by and construed in ~~accordance~~ accordance with the ~~laws~~ Laws of the ~~state~~ State of Florida. In the event of any litigation arising from this agreement, the parties agree that the exclusive state court forum for said litigation shall be in Suwannee County, in the court of appropriate jurisdiction.

The parties hereby knowingly, voluntarily and intentionally waive any right it may have to a trial by jury with respect to any litigation related to or arising out of, under, or in conjunction with this agreement.

This agreement shall constitute the entire agreement between the parties. This agreement may be terminated or renegotiated by either party in accordance with ~~Section 15 of this~~ contract.

INFO ONLY

INFO ONLY

Contract for Evaluation Services
Suwannee County School District



e-mi

Charles E. Byrd

Jerry Taylor
Name: Jerry Taylor
Title: Board Chairperson
Date: *10-20-2017*

CASPER, LLC

Charles E. Byrd

Name: Charles E. Byrd, Ph.D.
Title: CEO
Date: *10-20-2017*
EIN: 27-4660705

"Approved"

BY:

Leopard B. Dietzen, III Rumberger, Kfir & Caldwell, P.A.
Suwannee School Board Attorney"

pjio-id or 11

oym and Sufficiency

CASPER, LLC

Suwannee County School District

Name: Charles E. Byrd, Ph.D.
Title: President and CEO
Date: 03/01/2019
EIN: 27-4660705

Name: Ted E. Roush
Title: Superintendent of Schools
Date:

Name: Ed daSilva
Title: Board Chairperson
Date:

INFO ONLY

*Contract for Evaluation Services
Suwannee County School District*



/**/**/

INFO ONLY

INFO ONLY

Contract for Evaluation Services
Suwannee County School District



EXHIBIT A

Public Records Law Requirements under Chapter 119.0701, Florida Statutes (~~2017~~(2018))

IF THE CONTRACTOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, HE OR SHE MUST CONTACT THE DISTRICT'S CUSTODIAN OF PUBLIC RECORDS, VICKIE MUSIC DePRATTER, CPA, CHIEF FINANCIAL OFFICER, AT 386-647-4609, ~~VIC KIE.DEPRATTER@SUWANNEE.K12.FL.US~~ VICKIE.DEPRATTER@SUWANNEE.K12.FL.US, OR 1729 ~~WALKER~~ WALKER AVENUE, SW, SUITE 200, LIVE OAK, FL 32064.

If you are a contractor as defined by Section 119.0701(1)-(a), Florida Statutes (~~2017~~(2018)), you must comply with Florida's public records law.

You must keep and maintain public records required by the School District to perform the contracted services.

Upon request from the School District's Custodian of public records, you must provide the District with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in Chapter 119 or otherwise provided by law.

You must ensure that public records which are *exempt or confidential and exempt* from public records disclosure requirements are not disclosed except as authorized by law for the duration of the contract ~~term~~ term and following completion of the contract, if the contractor does not transfer the records to the District.

Upon completion of the contract, you must transfer, at no cost, to the District all public records in possession of the contractor or continue to keep and maintain public records required by the District to perform the contracted services. ~~See Section 119.0701(2)(b)4~~ 119.0701(2)(b)4, Florida Statutes (~~2017~~(2018)), for additional record keeping requirements.

REQUEST FOR RECORDS RELATING TO DISTRICT'S CONTRACT FOR SERVICES

A request to inspect or copy public records relating to a District's contract for services must be made directly to the District's records custodian. If the District does not possess the requested records, the District shall immediately notify the contractor of the request, and the contractor must provide the records to the District or allow the records to be inspected or copied within a reasonable time.

If contractor does not timely comply with the District's request for records, the District shall be able to sue for breach of contract and the prevailing party shall be entitled to attorney's fees.

A contractor who fails to provide the requested public records to the District within a reasonable time may be subject to penalties under Section 119.10, Florida Statutes (~~2017~~(2018)).

INFO ONLY

Comparison Details	
Title	pdfDocs compareDocs Comparison Results
Date & Time	4/8/2019 2:25:45 PM
Comparison Time	2.19 seconds
compareDocs version	v4.2.300.9

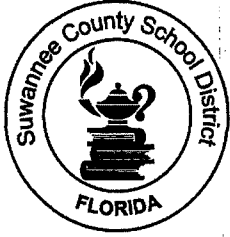
Sources	
Original Document	\\HomeDirs01\Users\$\cduquette_My Settings\Desktop\Compare Contract\SCSB 2018-86 CASPER Fully Executed.pdf
Modified Document	\\HomeDirs01\Users\$\cduquette_My Settings\Desktop\Compare Contract\SCSB 2019-95 CASPER.pdf

Comparison Statistics	
Insertions	65
Deletions	31
Changes	62
Moves	0
TOTAL CHANGES	158

Word Rendering Set Markup Options	
Name	Standard
Insertions	
Deletions	
Moves / Moves	
Inserted cells	
Deleted cells	
Merged cells	
Formatting	Color only.
Changed lines	Mark left border.
Comments color	By Author.
Balloons	False

compareDocs Settings Used	Category	Option Selected
Open Comparison Report after Saving	General	Always
Report Type	Word	Track Changes
Character Level	Word	False
Include Headers / Footers	Word	True
Include Footnotes / Endnotes	Word	True
Include List Numbers	Word	True
Include Tables	Word	True
Include Field Codes	Word	True
Include Moves	Word	False
Show Track Changes Toolbar	Word	True
Show Reviewing Pane	Word	True
Update Automatic Links at Open	Word	False
Summary Report	Word	End
Include Change Detail Report	Word	Separate
Document View	Word	Print
Remove Personal Information	Word	False
Flatten Field Codes	Word	True

SUWANNEE COUNTY SCHOOL DISTRICT



1729 Walker Avenue, SW, Suite 200 • Live Oak, Florida 32064
Telephone: (386) 647-4600 • Fax: (386) 364-2635
www.suwannee.k12.fl.us

TED L. ROUSH
Superintendent of Schools

"Suwannee County School District will be a system of excellence ensuring all students are prepared for personal success."

JERRY TAYLOR
DISTRICT 1

CATHERINE CASON
DISTRICT 2

TIM ALCORN
DISTRICT 3

ED DA SILVA
DISTRICT 4

RONALD WHITE
DISTRICT 5

LEONARD J. DIETZEN, III
BOARD ATTORNEY

MEMORANDUM

TO: Ted L. Roush, Superintendent of Schools
FROM: ^{WB}Walter Boatright, Director of Human Resources
DATE: March 12, 2019
RE: Human Resources Transactions for April 23, 2019 Regular Meeting

RECOMMENDATION:

Pursuant to Section 1012.27 (1A) (1B), *Florida Statutes*, the Superintendent hereby submits the following written personnel recommendations.

SUWANNEE COUNTY SCHOOL BOARD
Human Resources Transactions
April 23, 2019

TO: District School Board of Suwannee County

FROM: 
Ted L. Roush, Superintendent of Schools

Pursuant to Section 1012.27 (1A) (1B), Florida Statutes, I hereby submit the following written personnel recommendations.

RECOMMENDATIONS FOR THE 2018-2019 SCHOOL YEAR:

RESIGNATIONS: INSTRUCTIONAL:

(Revised from March 26, 2019)

Branford Elementary School:

Michelle Aderholt, Teacher, effective May 30, 2019

Branford High School:

Danelle Bradow, Teacher, effective June 30, 2019

Suwannee Intermediate School:

Leah Harrell, Guidance Counselor, effective May 14, 2019

RETIREMENT: NON-INSTRUCTIONAL/SCHOOL RELATED:

RIVEROAK Technical College:

Robert George, Custodian, effective June 4, 2019

Transportation:

James Newport, Crossing Guard, effective May 30, 2019

RESIGNATION: NON-INSTRUCTIONAL:

Suwannee Middle School:

Chanda Johnson, Custodian, effective March 18, 2019

RECOMMENDATIONS: INSTRUCTIONAL:

RIVEROAK Technical College:

Susan Morgan, LPN Instructor, effective March 20, 2019

REPLACES: Jenny Hurst

M'Alice Julius, LPN Instructor, effective March 20, 2019

REPLACES: Susan Morgan

SUBSTITUTE:

The following to serve as a long term Substitute Teacher effective April 5, 2019:

RIVEROAK Technical College:

Darias Bowers

RECOMMENDATION: NON-INSTRUCTIONAL/SCHOOL RELATED:**Transportation:**

Rhonda Garrett, Bus Driver, effective March 25, 2019

REPLACES: Shawarren Cooks

PART-TIME/HOURLY EMPLOYEES:

Approval for the following employees for the second term 2018-2019

RIVEROAK TECHNICAL COLLEGE PART-TIME/HOURLY EMPLOYEES:

January 1, 2019-June 30, 2019

ADULT EDUCATION

Darias Bowers

ESL/Long Term Substitute

COMMUNITY EDUCATION (Pending class enrollment)

Melissa Hottenstein

Sign Language

Melinda Polbos

Culinary

Becky Raymond

Basic Computers

SUPPLEMENTARY:

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>REPLACES</u>
Francis Cohen	Head Boys Track Coach	SHS	Matt Jackson
Julianna Dees	Culinary Arts	BHS	
Terrance Derico	Track Coach (1/2)	SMS	Francis Cohen
Jason Dobson	Band Director	BHS	Robert Phillips
Dawn Eakins	12 th Grade Class Sponsor	BHS	
Anne Etcher	FFA Middle School Sponsor	BHS	
Kasey Frazier	Assistant JV Softball Coach	SHS	
Lesley Fry	Planning Period	SMS	
Angel Hill	10 th Grade Class Sponsor	BHS	
Karen Koon	Brain Bowl	BHS	
Jason Langston	Assistant Wrestling Coach	SHS	Chris Clark
Brad Scarborough	Boys Intramural Basketball	SMS	
Cara Soride	11 th Grade Class Sponsor	BHS	
Misty Ward	Yearbook Sponsor	BHS	
Angela Wood	9 th Grade Class Sponsor	BHS	
Stacy Young	FFA Sponsor	BHS	

ESE SUPPLEMENTS 2018-2019:

Amy Allen	Lauren Belcher	Hannah Johnson	Holly Marsee
Kate Bromley	Lindsey Ramsey	Jennifer Wooley	Connie Leavitt
Cynthia Frye	Toni Greenberg	Kim Hudson	Vera Knighton
Robert Phillips	Debbie Singletary	Lynn Lawrence	Rebecca Monroe
Cletia Hamby (1/2)	Tammy McKay	Melissa McKire	Hannah Deas
Catherine Nicely	Audrey Peake	Darlene Rice	Stacie Swartz
Kevin Lewis	Stefani Santos	Jeff Johnson	Elizabeth Vann
Michelle Thompson	Rowna Valin	Lacey VanEtta	
Cheri Copeland	Linda Whitley	Kenneth Wingate	
Brittany Busby	Justin Bruce	Jessica Wagner	

GIFTED SUPPLEMENTS 2018-2019:

Emily Blackmon	Joyce McIntosh
Natalie Haney	Laura Roberts
Rhoshonda Herring	Theda Roper
Karen Koon	Kim Warren

LEAVE OF ABSENCE (MEDICAL LEAVE):**Branford High School:**

Jason Dobson, Teacher, March 15, 2019 through June 21, 2019, without pay, with the option of returning sooner if released by the doctor.

Deborah Yates, Paraprofessional, tentatively March 18, 2019 through April 23, 2019, without pay, with the option of returning sooner if released by the doctor.

LEAVE OF ABSENCE (FAMILY AND MEDICAL LEAVE):**Food Service:**

Stephanie Whittington, Food Service Worker, tentatively April 23, 2019 through May 29, 2019, without pay, with the option of returning sooner if released by the doctor.

Transportation:

Sheila Rowden, Bus Driver, tentatively March 21, 2019 through April 12, 2019, without pay, with the option of returning sooner if released by the doctor.

MISCELLANEOUS:

The following staff to work up to 32 additional hours for the purpose of monitoring and compliance of ESE programs at school sites.

Amy Allen
Melissa McKire
Rebecca Monroe
Cathy Nicely
Debbie Singletary
Kenneth Wingate
Jennifer Wooley

District Wide/21st Century:

The following to work as paraprofessionals in the 21st Century Program District wide:

Michael Herring
Catherine Melton
Skyler Phillips
Amanda Bartley-Ramirez
Kathryn Terry

SUBSTITUTES:

The following to serve as Substitute Bus Drivers:

Amanda Colon Christina Jones Charles Livingston Karen Manning

The following to serve as Substitute Bus Attendants:

Chelsea Clark Yolanda Springs Kaycee Wayman Carolina Zeron

SUMMER TERM 2018-2019:

Student Services/Federal Programs:

Approval for Katrina Walker-Bius to work up to 176 hours paid by the migrant grant for administrative support during the month of July.

Approval for Jessica Henderson to work up to 320 hours paid by the migrant grant for tutoring students in the program during the months of June and July.

**End of Summer Term List
2018-2019
School Year**

VOLUNTEERS:

Tammy Arnold	Phumin Chantararat	Christina Goolsby
Megan Beckner	Jamilah Cherry	Bradley Harrison
Victoria Boston	Samuel Chouinard	Brandi Harrison
Adam Bricker	Pamela Cochran	Audrey Hulen
Britni Brooks	Amanda Colon	Zena Hunter
David Brooks	Brandy Corbin	Shirley Jenkins
Amber Buda	Megan Cowart	Tommy Jenkins
Violet Campbell	James Day	Taiwana Jernigan
Margaret Caparelli	Samantha Dortch	Ann Kilgore
Alberto Cavazos	Whitney Dubose	Barbara Little
Wanda Cavazos	Dawn Eakins	Latoya Lloyd
Julia Cedillo	Stacy Fritz	Bailey Mathews
Jocelyn Cermak	Cynthia Gillespie	Keith Murray

Kyle Nickerson
Lynda Owens
Toni Patterson
Jennifer Payne
Damon Poole
Brittany Puckett
Sandy Robertson

Alex Scarborough
Rebecca Scocca
Ashley Sharpless
Dustin Simmons
Jamie Simmons
Lauren Smith
Victoria St. John

Jamie Stewart
Aimee Stratton
Jalexis Whitaker
Justin Wilkinson
Bertha Williams
Lori Yohn

**End of List
2018-2019
School Year**

RECOMMENDATIONS FOR THE 2019-2020 SCHOOL YEAR:

CONTRACT RECOMMENDATIONS:

ADMINISTRATIVE CONTRACTS:

	<u>TERM</u>
Jennifer Barrs	12
Susan Bass	12
J. Walter Boatright	12
Karen Braun	12
Marsha Brown	12
Ethan Butts	12
Mark Carver	12
Jimmy Cherry II	12
Lisa Dorris	12
James Fike	12
Malcolm Hines	12
Michele Howard	11
Mary Keen	12
Debra Land	12
Austin Richmond	12
Kecia Robinson	12
Elizabeth Simpson	12
Keith Stavig	11
Angelia Stuckey	12
Katrina Bius-Walker	11
Kelly Waters	12
Jimmy Wilkerson	12
Joshua Williams	12
Kelli Williams	11
James Wilson	11

SCHOOL ADMINISTRATORS:

	<u>TERM</u>
Jennifer Beach	12
Keri Bean	12
Tamara Boggus	12
Stephenie Busch	12
Gary Caldwell	12
Joseph Eakins	12
Ronald Gray	12
Terry Huddleston	12
Mary Keen	12
Carl Manna	12
Diedre McManaway	12
Julia Ulmer	12
Angela Wood	12

ANNUAL INSTRUCTIONAL CONTRACTS:

<u>Student Services:</u>	<u>TERM</u>
Brittany Busby	10
Dee Dee Cathcart	10
Hannah Deas	10
Abigail Hill	11
Lisa Pennington	11
Stacie Swartz	10
Lacey Van Etta	10
 <u>Branford Elementary School:</u>	
Amanda Clark	10
Tracy Combee	10
Kendra Crews	10
Lynsee Dicks	10
Kimberley Garrett	10
Melinda Hawthorne	10
Amanda Hayes	10
Tina Hayes	10
Caron Heffner	10
Rhoshonda Herring	10
Mandi Howard	10
Victoria Jensen	10
Priscilla Jones	10
Charlena Lori Land	10
Katee O'Quinn	10
Dana Putnal	11
Jessica Wagner	10
Margaret Williams	10

Branford High School:

Jeffry Boatright	10
Darryl S. Cannon	10
Erin Cannon	10
Pamela Christy	10
Erin Clark	10
Timothy Clark	12
Jason Dobson	10
Anne Etcher	12
Cynthia Frye	10
Courtney R. Jernigan	10
Shannon Jernigan	10
Joshua McInnis	10
Fred O'Quinn	12
Emilee Rains	10
Maria Rodriguez	10
Sergio Rodriguez	10
Michele Roundtree	10
Mendy Sikes	10
Misty Ward	10
Abby Warren	10

RIVEROAK Technical College:

Mona Kelley	10
Catherine Maxwell	10
Patricia Sullivan	10
Jeremy Ulmer	10

Suwannee Elementary School:

Megan Collins	10
Julia Davidson	10
Javonne Day	10
Tammy Flowers	10
Danielle Gay	10
Jacqueline Glover	10
Brandi Hart	10
Cristina Herrington	10
Patricia Hines	10
Ellena Huston	10
Mary Metz	10
Susan M. Mowry	10
Rebecca Reaves	10
Jennifer Richer	10
Stephanie Selph	10
Christina Sparkman	10
Ashley Threm	10
Miranda Walker	10
Cassandra Yulee	10

Suwannee High School:

Hunter Abercrombie	10
Douglas Aukerman	12
Barbara Barker	10
Kary Black	10
Kimberly Boatright	10
Michael Braun	12
Kate Bromley	10
Brian Bullock	10
Isaac Chandler	10
Perry Davis	10
Alexander Franklin	11
Alexander Gonzalez	10
Melinda Carson-Griffith	12
Matthew Grillo	10
Sarah Grillo	10
Kyler Hall	12
Cletia Hamby	10
Lillian Henderson	10
Jerry Jay Jolicoeur	10
Donna Jean Leslie	10
Daniel Marsee	10
Trista Wright Morales	10
Edwardo Moreno	10
Mallory Morgan	12
Stephen D. Morgan	10
Melanie Roberts	10
Debra Singletary	10
Suzanne Tillman	10

Suwannee Intermediate School:

Katrina Armstead	10
Joann Barton	10
Timothy Burbridge	11
Chelsea Burgess	10
Robbin M. Chapman	10
Krystal Cundiff	10
Emily Goss	10
Julie Griswold	10
Pamela Hendrick	10
Kelly McKissick	10
Hannah Moreno	10
Audrey Peake	10
Kelly Pennington	10
Skyler Phillips	10
Stephanie Reid	10
Phyllis Smith	10
Stacey Smith	10

Jennifer Stevens	10
Wendy Stevens	10
James Thomas	10
Amy Yarick	10

Suwannee Middle School:

Chad Bonds	10
Kathryn Bower	10
Andrew Chapman	10
Mary Check-Cason	10
Cheri Copeland	10
Jean Eckhoff	10
Darace Hahn	10
Meri Harrell	10
Brantly Helvenston	10
Celia Hodge	10
January Jernigan	10
Kevin Lewis	10
Marie Mace	10
Tammy Neil	10
Danielle Ovando	10
Katheryn Quincey	10
Brittney Shearer	10
Daniel Skelly	10
Lorena Urban	10
Miriam Venero	10
Morgan Williams	10
Joanne Wimberley	10
Tyler Winburn	10
Lawanna Zimmerman	10

Suwannee Primary School:

Tammy Atkinson	10
Emily Blackmon	10
Melissa Bozeman	10
Ashley Broughton	10
Brittany Broughton	10
AnneMarie Croucher	10
Kiara Davis	10
Rosa Davis	10
Erin Driggers	10
Abby Fleming	10
Brandy Geering	10
Courtney Elton-Goodin	10
Diane Hale	10
Susan Helvenston	10
Patrick Jernigan	10
Hannah Johnson	10

Ciera Keen	10
Holly Marsee	10
Krystal McCormick	10
Katey Melland	10
Kerry Melland	10
Emily Murphy	10
Charis Parker	10
Kelly Parker	10
Elizabeth Rang	10
Elecxia Reed	10
Martha Southerland	10
Elizabeth Vann	10

Suwannee Virtual School:

Brooke Cox-Knowles	10
--------------------	----

Professional Service Contract (Renewal):

<u>Student Services:</u>	<u>TERM</u>
Patricia E. Brantley	11
Elizabeth K. Johnston	10
Lynn Lawrence	10
Rowna Valin	10
Virginia L. Weaver	11

Branford Elementary School:

Amy Allen	10
Gary Barrs	10
Kimberly D. Cannon	10
Teresa Conger	10
Windy Gamble	10
Melissa Holtzclaw	10
Juettie L. Kelley	10
Traci Kirby	10
Julie Klecka	10
Stephanie Knighton	10
Vera L. Knighton	10
Susan Mackin	10
Pamela D. Nettles	10
Denah F. Phillips	10
Lindsey Ramsey	10
Tina Roush	10
Carla Suggs	10
Wynette L. Sumner	10
Cloria J. Williams	10
Jennifer Winnett	10

Branford High School:

Marcia Boatright	10
Bethany Byrd	10
Pamela Cassube	10
Julianna H. Dees	10
Dawn Eakins	11
Vaster J. Fryar	10
Lawanna Gaylard	10
Angela Hill	10
Amanda R. Johnson	10
Karen Y. Koon	10
Lynda McInnis	10
Stefani M. Santos	10
Janet Denise Stewart	10
Daniel Taylor	10
Linda S. Whitley	10
Kenneth Wingate	10
Stacy Young	12

RIVEROAK Technical College:

Eric Derwin Bass	10
Michael Bresk	10
Tracy Henderson	10
Pamela A. Poole	10
William J. Ragan	10
Thomas E. Shea	10
Kimberly M. Thomas	10

Suwannee Elementary School:

Evelyn Arnold	10
Jennifer Bonds	10
Matthew Campbell	10
Rebecca L. Carter	10
Victoria S. Carter	10
Robyne Edwards	10
Rhonda L. Furry	10
Kimberly Hudson	10
Connie N. Leavitt	10
Marjerian Lewis	10
Pamela K. Lewis	10
Christina McCullers	10
Joyce D. McIntosh	10
Melissa N. McKire	10
Holly McMillan	10
Lindy Meeks	10
Tamara Michal	10
Candance B. Plymel	10
Laura Katherine Roberts	10

Michelle Ona Robertson	10
Amy Williams	10
Tamara Williams	11

Suwannee High School:

Sid E. Allen	10
Harrison Ambrose	10
Nancy Aul	10
Neena Brown-Thomas	10
Tamara Burt	10
Tammy Butts	10
Darrell Curls	10
Benita Diggs	10
Terry Fillyaw	10
Traci H. Green	10
Amy C. Hendry	10
Cindi Hiers	11
Julie Hocutt	10
Sandra Y. Hurst	10
Audrey L. Marshall	10
Tammie McKay	10
Paula McMillan	10
Vanessa B. Menhennett	10
Abigail Rodriguez	10
Eric A. Rodriguez	10
James Sellers	10
Roger L. Sumner	10
Michelle Thompson	10
Travis Tuten	12
Kimberly Tuvell	10
Cindy Wiggins	12
Vernon Wiggins	10
Karen K. Williams	11
Pamela P. Williams	10
Damon L. Wooley	10

Suwannee Intermediate School:

Kristy D. Chauncey	10
Jenny Clark	10
Leigh Ann Fountain	10
April Frye	10
Stephanie Gray	10
Mary Johnson	10
Candice Land	10
William McCullers	10
Catherine Nicely	10
Darlene Rice	10
Becky Skipper	10

Theda Roper	10
Kimberly Warren	10
Shannon White	10
Sandra Winburn	10
Ashlee A. Wooley	10

Suwannee Middle School:

Melinda Ahrens	10
Alan R. Bonds	10
Robyn Bonds	10
Jennifer Byrd	10
Melissa Cameron	10
Jennifer Campbell	10
Annette B. Chauncey	10
Heather Dean	10
Melissa Francisco	10
Lesley D. Fry	10
Lisa W. Gray	10
Jimmie G. Green	10
Natalie Haney	10
Hetti J. Harry	10
Misty Shawn Herring	11
Angela Hicks	10
Deanna Horton	10
Amanda D. Hurst	10
Herbert Hutchison	10
Nicole Jackson	10
Jeffrey Johnson	10
Rebecca L. Monroe	10
Lynda Owens	10
Stephanie B. Sampson	10
Brad N. Scarborough	10
Canary S. Stephens	10

Suwannee Primary School:

Georgette H. Allbritton	10
Lauren Belcher	10
Rhoda J. Crews	10
Shannon M. Daniel	10
Kelly Driggers	10
Staci Greaves	10
April Greene	10
Heidi O. Hunter	10
Jessica M. Johnson	10
Susann Johnson	10
Janell Miracle	10
Kimberly M. Mott	10
Vickie Pagliai	10

Karen L. Patten	12
Georgette M. Ragan	10
Mandy F. Ramsey	10
Stacey B. Skierski	10
Michele Turman	10
Jennifer L. Wooley	10

Suwannee Virtual School:

Angela Hester	10
---------------	----

CONTINUING CONTRACT

(presented for information only)

Branford Elementary School:

Kathy Smith	11
-------------	----

Suwannee Elementary School:

Veronica B. Daquila	10
---------------------	----

RECOMMENDATIONS: NON-INSTRUCTIONAL/SCHOOL RELATED:

The following contract and term status are granted as indicated below:

Job titles are 2019-2020 appointments and for placement on a salary schedule:

Name	Position	Contract	Term
<u>District Office:</u>			
*Karen Bates	Payroll Supervisor	C	12
*Tammy Beauchamp	Accounts Payable Specialists	A	12
*Pamela Bedenbaugh	Employee Benefits Specialists	A	12
Melanie Buchanan	District Secretary	C	12
*Mary Chaney	Secretary/Textbook and Certification	C	12
*Sarah Chauncey	Personnel Specialist	C	12
*Leigh Fernald	Admin. Support Specialist-Food Service/Federal Programs	C	12
*Claire Green	Secretary, Administrative	C	12
*Jillian Herron	Secretary, Administrative I	A	12
*Teresa Jones	Employee Benefits Specialist	C	12
*Karen Lager	Secretary to the Superintendent	C	12
*Robinette Odom	Secretary, Administrative I	C	12
Rosa Perez	Custodian	C	12
*Debra Ross	Secretary for Administration	C	12
*Tylyn Stansel	Secretary, Administrative I	C	12
Juana Torres	Migrant Education Recruiter/Advocate	C	12

*Confidential employee

Branford Elementary School:

Teresa Allen	Media Clerk	C	10
Michelle Bozeman	Paraprofessional	INT C	09
Alysia Causey	Custodian	A	12
Kelly Davidson	Pre-K Paraprofessional/Lead CDA	C	09
Staci Feeney	Paraprofessional	C	09
Amanda Harris	School Secretary	C	12
Cara Howard	Pre-K Paraprofessional/Lead CDA	C	09
Lacey Humphries	Paraprofessional	C	09
Anthony Jackson	Head Custodian	C	12
Karen Knighton	Paraprofessional	C	09
Pamela Norton	Paraprofessional	C	09
Magaly Rosalio Ocampo	ELL Paraprofessional	INT C	09
Brenda Raulerson	Paraprofessional ESE	C	09
Sharon Richardson	Registrar	C	12
Kendra Rife	Custodian	A	12
*Mary Roberts	School Bookkeeper	C	12
Wendy Stines	Paraprofessional	C	09
Yvonne Topham	Paraprofessional	C	09

*Confidential employee

Branford High School:

Jerri Byrd	School Secretary	C	12
Sharon Cregg	Custodian	C	12
Erica Daies	Custodian	C	12
*Tracy Delegal	School Bookkeeper	C	12
Daphine Harden	Paraprofessional	C	09
Cheri Kennedy	ESE Paraprofessional	INT C	09
Michele Lambert	Paraprofessional	C	09
Lynn Peaden	Media Clerk	C	10
*Lauri Reaves	School Secretary	C	12
John Stancel	Custodian	C	12
Roger Terry	School Secretary/Data Entry	C	12
Karen Tucker	Head Custodian	C	12

*Confidential employee

Facilities Department:

Timothy Bass	Maintenance Man I	C	12
K. Douglas Bates	Facilities Assistant/Project Manager	C	12
John Betz	Maintenance Man I	INT C	12
James Bryan	Maintenance Man I	C	12
Maurice Copeland	Landscape Foreman	C	12
Mark Fitzpatrick	Maintenance Man I	A	12
Mercedes Gervacio	Custodian	C	12
Kevin Hingson	Assistant Foreman Facilities	C	12

Matthew Hingson	Maintenance Man I	C	12
Lawrence Jelks	Maintenance Man II	A	12
*Russell Landen	Facilities Technology Technician	C	12
George Langford	Maintenance Man I	C	12
Levi McCall	Groundskeeper	C	12
Daniel Monroe	Groundskeeper	C	12
Terry Murray	Air Conditioning/Electrical Specialist	C	12
Lori Musgrove	Facilities Assistant	C	12
Terry Richardson	Painter	C	12
Clayton Ross	Assistant Grounds Foreman	A	12
Tyler Smith	Groundskeeper	C	12
*Christina Vann	Administrative Secretary I	INT C	12
Katlin Westrich	District Secretary	C	12
Kevin Williams	Groundskeeper	C	12

*Confidential employee

Food Service:

Leona Ash	Food Service Manager	C	09
Sharlie Bailey	Food Service Worker-6 hr.	INT C	09
Terrie Baker	Food Service Manager-Assistant	C	09
Susana Beltres	Food Service Worker-3 hr.	PT	09
Teresa Brannan	Food Service Worker-8 hr.	C	09
Shanda Campbell	Food Service Worker-6 hr.	C	09
Pamela Carver	Food Service Manager	C	09
Georgia Chancey	Food Service Manager	C	09
Jenna Chancey	Food Service Worker-6 hr.	C	09
Diane Chavez	Food Service Worker-6 hr.	A	09
Kimberly Choe	Food Service Manager-Assistant	C	09
Daisy Couture	Food Service Worker-3 hr.	PT	09
Crystal Cox	Food Service Worker-6 hr.	C	09
Deborah Crawford	Food Service Worker-6 hr.	C	09
Mary DeHart	Food Service Worker-8 hr.	C	09
Carolyn Dexter	Food Service Worker-8 hr.	C	09
Sheree Dugdale	Food Service Worker-8 hr.	INT C	09
Annie Folsom	Food Service Worker-8 hr.	C	09
Lisa Fortner	Food Service Worker-8 hr.	A	09
Toni Vargas-Garcia	Food Service Worker-6 hr.	A	09
Jennifer Gaskins	Food Service Worker-8 hr.	C	09
Linda Hingson	Food Service Worker-8 hr.	C	09
Renee Hoch	Food Service Worker- 3 hr.	PT	09
Shirley Holland	Food Service Worker-8 hr.	C	09
Rosanna Holtzclaw	Food Service Manager	C	09
Jennifer Hurst	Food Service Worker-3 hr.	PT	09
Reba Hurst	Food Service Manager	C	09
*Cindy Johnson	Administrative Secretary I	C	12
Katrina Johnson	Food Service Manager-Assistant	C	09

Wendy Jones	Food Service Manager-Assistant	C	09
Nannette Kimbro	Food Service Manager-Assistant	C	09
Rebecca Kirby	Food Service Manager	C	09
Robin Krause	Food Service Worker-3 hr.	PT	09
Leslie Kurtz	Food Service Worker-8 hr.	A	09
Janice Lee	Food Service Manager-Assistant	C	09
Amoreena Miller	Food Service Worker-8 hr.	A	09
Evelin Najera	Food Service Worker-6 hr.	C	09
Paul Otterbine	Food Service Worker-8 hr.	C	09
Cierra Parker	Food Service Worker-8 hr.	A	09
Uriel Perez	Food Service Worker-3 hr.	PT	09
Gloria Presley	Food Service Worker-3 hr.	PT	09
Renee Perivolaris	Food Service Worker- 8 hr.	A	09
Melanie Rickett	Food Service Manager-Assistant	C	09
Donna Rightmire	Food Service Worker-3 hr.	PT	09
Debbie Rogers	Food Service Worker-3 hr.	PT	09
Marilyn Gonzalez-Santos	Food Service Worker- 3 hr.	PT	09
Dawn Shearer	Food Service Worker-8 hr.	A	09
Natella Smith	Food Service Worker-3 hr.	PT	09
Quintonia Smith	Food Service Worker-3 hr.	PT	09
Rhonda Tillman	Food Service Worker-8 hr.	C	09
Margaret Turner	Food Service Worker-3 hr.	PT	09
Edith Underwood	Food Service Worker-8 hr.	C	09
Julie Verdegem	Food Service Worker-8 hr.	C	09
Amelia Warner	Food Service Worker-8 hr.	C	09
*Carol Warner	Assistant Food Service Coordinator	C	12
Tammie Warner	Food Service Manager	C	09
Stephanie Whittington	Food Service Worker-8 hr.	C	09
Kelly Wiggins	Food Service Worker- 6 hr.	C	09
Teresa Williams	Food Service Worker-8 hr.	C	09
William Yates	Food Service Worker-8 hr.	C	09

*Confidential employee

Information Technology Department:

*Donna Bass	Administrative Secretary	C	12
Stewart Fissell	Information Technology Technician	C	12
Brian Gollery	Information Technology Technician	C	12
Bruce Kinsey	Information Technology Technician	INT C	12
*Kelly Philmore	Network Specialist	C	12
*Natasha Pittman	Software Specialist	C	12
Evan Saunders	Information Technology Technician	C	12
Edmund Thompson	Information Technology Technician	C	12

*Confidential employee

School Nurses:

Goldie Fralick	School Nurse	C	10
Kristen Kirby	School Nurse	A	10
Kelly Melland	School Nurse	INT C	10
Rebekah Mercer	School Nurse	A	10
Patricia Nixon	School Nurse	C	10
Shalenthia Reynolds	School Nurse	C	10

Suwannee Elementary School:

Tanya Crain	Paraprofessional	C	09
Tamara Felton	Paraprofessional	INT C	09
Kay Glass	Administrative School Secretary	C	12
Cheryl Ann Jackson	Media Clerk	C	10
Cathy Jerkins	Paraprofessional	C	09
Keith Johnson	Custodian	C	12
*Tammy Johns	School Bookkeeper	C	12
JoAnn LeDew	ESE Paraprofessional	C	09
Connie Little	School Secretary	C	12
Heather Marshall	Paraprofessional	C	09
Jennifer McMillan	Paraprofessional	C	09
Jessica Melgar	Paraprofessional	C	09
Stephanie Pinkard	Custodian	A	12
Vernita Reed	Head Custodian	C	12
Ashley Reeves	ESE Paraprofessional	C	09
Kristin Register	Paraprofessional	C	09
Tralene Sasso	Paraprofessional	C	09

*Confidential employee

RIVEROAK Technical College:

Richard Allen	School/Community Liaison	C	12
*Jennifer Floyd	Clerk	A	12
Laura Hernandez	School Secretary	C	12
Claudies Ivey	Custodian	C	12
Ashley Kirby	Pre-K Paraprofessional/Lead CDA	C	09
*Jeffrey Lee	Other Office Personnel	C	12
*Tommy Miller	Administrative Secretary I	C	12
*Sherry Peppers	Financial Aid Coordinator	C	12
John Sinclair	Paraprofessional	C	09
*Dana Tidwell	School Bookkeeper	C	12
Terry Vickers	Community Relations Specialist	INT C	12

*Confidential employee

Suwannee High School:

Kathleen Aukerman	Administrative Secretary	C	12
Carla Blalock	Media Clerk	C	10

Cynthia Brown	Custodian	A	12
Viola Brown	Custodian	C	12
*Heather Crotty	School Bookkeeper	C	12
David Daniels	Custodian	C	12
Annah Davis	Interpreter/Paraprofessional	INT C	09
Nahjawan Dukes	ESE Paraprofessional	C	09
Linda Goodman	Custodian	C	11
A. Lloyd Jackson	Head Custodian	C	12
Jimmy Jackson	Security Guard	C	12
Karen Jackson	Attendance Clerk	C	10
Brant Jessup	ESE Paraprofessional	C	09
Yvette Perez	Migrant Paraprofessional	C	10
Christopher Ringlein	Custodian	INT C	12
Janette Schenck	ESE Paraprofessional	C	09
Ronald Tucker	Paraprofessional	C	09
Laketha D. Wilson	School Secretary	C	12
Kasey Wynn	Administrative School Secretary	INT C	11

*Confidential employee

Suwannee Intermediate School:

Lori Alban	School Secretary	C	12
Christina Batton	ESE Paraprofessional	C	09
Mayra Castaneda	Paraprofessional	C	09
*Tina Colvin	School Bookkeeper	C	12
Crystal Gill	Paraprofessional	C	09
Michael Herring	ESE Paraprofessional	C	09
Shari Lynn Herron	ESE Paraprofessional	C	09
Naela Jimenez	Pre-K Paraprofessional	C	12
Catherine Melton	Paraprofessional	C	09
Damien Rickett	Custodian	A	12
Timothy Rickett	Custodian	C	12
Tiffany Sanders	Paraprofessional	C	09
Monica Sauer	Media Clerk	C	10
Holly Setzer	Paraprofessional	C	09
Lori Smith	Head Custodian	C	12
Amy Steed	Paraprofessional	C	09
Erin Vogel	School Secretary	C	12

*Confidential employee

Suwannee Middle School:

Amanda Bartley-Ramirez	Paraprofessional	C	09
Deborah Davis	Paraprofessional	C	09
Cynthia Ford	Custodian	C	12
Sandra Fountain	Head Custodian	C	12
Brenda Johnson	Custodian	INT C	12

Martha Jones	ELL Paraprofessional	INT C	09
Erika Leak	Media Clerk	A	10
Verhonda Morris	ESE Paraprofessional	C	09
*Lorie Norris	Bookkeeper	A	12
Theresa Owens	Paraprofessional	C	09
Kathleen Shea	Administrative School Secretary	C	12
Lisa Shuler	Custodian	C	12
Elizabeth Smith	Paraprofessional	C	09
Linda Strait	Clerk	INT C	11
Barbara Tucker	ESE Paraprofessional	C	09
Jacquelyn Wiggins	ESE Paraprofessional	C	09
Amanda Williams	Paraprofessional	C	09
Carla Williams	General Receptionist	C	11
Kayla Williamson	Paraprofessional	C	09

*Confidential employee

Suwannee Primary School:

Ila F. Allen	Paraprofessional	C	09
June Bashaw	Pre-K Paraprofessional	C	09
Tara Brock	Pre-K Paraprofessional/Lead CDA	C	09
Gail Butler	ESE Paraprofessional	C	09
Kadie Butler	ESE Paraprofessional	C	09
Misty Cashmore	Paraprofessional	C	09
Melanie Chambliss	Registrar	C	12
Denise Chandler	Paraprofessional	C	09
Linda Cheshire	Paraprofessional	C	09
Traci Davis	Pre-K Paraprofessional	C	09
Tenlee DeLoach	Pre-K Paraprofessional	C	09
Jody Ellison	Head Custodian	C	12
Alice Gambel	Paraprofessional	C	09
*Debra Gamble	School Bookkeeper	C	12
Mayra Gonzalez	Paraprofessional	C	09
Janet Good	Paraprofessional	C	09
Laritta Hunter	Pre-K Paraprofessional/Lead CDA	C	09
Imelda Jaramillo	Pre-K Interpreter/Parent Liaison	C	12
Amanda Kiser	Pre-K Paraprofessional/Lead CDA	C	09
June Lane	Pre-K Paraprofessional	C	09
Luvernia Lock	Pre-K Paraprofessional/Lead CDA	C	09
Vanessa Isidro Mares	Paraprofessional	C	09
Janice McCall	Pre-K Paraprofessional	C	09
Sarah McIntosh	Paraprofessional	C	09
Wildaly Nieves-Lopez	Paraprofessional	C	09
Marcia Riegel	Paraprofessional	C	09
Betty Riley	Pre-K Paraprofessional/Lead CDA	C	09
Debbie Ritchey	Custodian	C	12
Imelda Saldana	Pre-K Interpreter/Parent Liaison	C	12

Amy Sansouci	School Secretary	A	12
Julie Skeen	Paraprofessional	C	09
Tara Smith	Paraprofessional	C	09
*Kimberly Steichen	Administrative School Secretary	A	12
Alyssa Sullivan	Occupational Therapy Assistant	A	10
Geraldine Thomas	Paraprofessional	C	09
Alexander Torres	Custodian	INT C	12
Lori Torres	Paraprofessional	C	09
Dora Townsend	Pre-K Paraprofessional/Lead CDA	C	09
Rhonda Twilley	Paraprofessional	C	09
Herbert Williams	Custodian	C	12
Ronna Williams	Media Clerk	C	10
Stephanie Williams	Paraprofessional	C	09
Deanna Yott	Pre-K Paraprofessional/Lead CDA	C	09

*Confidential employee

Transportation Department:

Deseree Ansley	Bus Driver	A	09
Tyrone Ansley	Bus Driver	C	09
David Barnes	Bus Driver	C	09
Sharon Lynn Bass	Bus Driver	C	09
David Beard	Bus Driver	C	09
Dorie Bingemann	Bus Driver	C	09
*Sharon Braun	Administrative Secretary I	A	12
Alma Brown	Bus Driver	C	09
Eppie Brown	Bus Attendant	A	09
Jacquelyn Brown	Bus Driver	A	09
Edna M. Bryant	Bus Driver	C	09
Chinneta Butler	Bus Driver	C	09
Jimmy Cannon	Bus Driver	INT C	09
Nisa Carlisle	Bus Driver	INT C	09
Sarah Chavis	Bus Driver	C	09
Paula Cherry	Bus Driver	INT C	09
Gary A. Colvin	Vehicle Maintenance Manager	C	12
Daisy Couture	Bus Attendant	C	09
Christopher Dean	Bus Driver	A	09
Carol Deas	Bus Driver	C	09
Frederick Deaver	Bus Driver	A	09
Eunice Dunmore	Bus Driver	C	09
Debra Durden	Crossing Guard	PT	09
Crystal Fernandez	Bus Driver	C	09
Willie Charles Ford	Mechanic	C	12
Caren L. Fout	Bus Driver	C	09
Pauline Frazier	Bus Driver	C	09
Stacy Futch	Head Mechanic	C	12
Robin Garbett	Bus Driver	C	09

Rhonda Garrett	Bus Driver	A	09
Eva Garitson	Bus Driver	INT C	09
Ana Gienger	Bus Driver	C	09
Joel Hallman	Mechanic	A	12
Toni Hansard	Bus Driver	C	09
Deborah Harnage	Bus Attendant	A	09
Pamela Hough	Bus Driver	A	09
Jeffry Hunt	Bus Driver	A	09
Jennifer Hurst	Bus Driver	A	09
Laura Jaramillo	Bus Driver	A	09
Carol Jenkins	Bus Driver	C	09
John Jenkins	Mechanic	A	12
*Kelly Jenkins	Administrative Secretary I	C	12
Leon Kaczmarek	Bus Driver	C	09
Devon Kearney	Bus Attendant	A	09
John Kerry	Bus Driver	A	09
Gina Knight	Bus Driver	INT C	09
Scott Koehn	Mechanic	C	12
Robin Krause	Bus Driver	INT C	09
Heather Land	Bus Driver	A	09
Kathy Laschanzky	Bus Driver	A	09
Amber Mathis	Bus Attendant	A	09
Kristine Meyer	Bus Driver	C	09
Eva Moore	Bus Driver	C	09
Michael Munhall	Parts Inventory Clerk	C	12
Lynne Otterbine	Crossing Guard	PT	09
Patrick Pierce	Crossing Guard	PT	09
Jennifer Ponder	Bus Driver	A	09
Phyllis Postell	Bus Driver	C	09
Jack Powell	Bus Driver	INT C	09
Gloria Presley	Bus Driver	C	09
Stacy Ray	Mechanic	INT C	12
Cathy Reed	Bus Driver	INT C	09
Earnestine H. Riley	Bus Driver	C	09
Joanne Ripley	Bus Driver	INT C	09
Sheila Rowden	Bus Driver	INT C	09
Synthia Schnaudigel	Bus Driver	C	09
August Schomburg	Bus Driver	A	09
Christene Scrivens	Bus Attendant	A	09
Billy Starling	Crossing Guard	PT	09
Yvan Theoret	Bus Driver	A	09
Janice Thompson	Bus Driver	C	09
Thawanna Tooten	Bus Driver	C	09
Linda Vanous	Bus Driver	C	09
Misty Voss	Bus Driver	C	09
Alice Wenig	Bus Driver	C	09
Ashley Wildman	Bus Driver	A	09

Inez Williams	Bus Driver	C	09
Lakeisha Williams	Bus Driver	C	09

*Confidential employee

**End of List
2019-2020
School Year**

CHAPTER 4.00 – CURRICULUM AND INSTRUCTION

DISTRICT AND STATE-WIDE ASSESSMENT PROGRAM

4.15

POLICY:

- I. Provisions of the District and state-wide testing program for students shall be set forth in the *Student Progression Plan*. No student shall be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any District testing program on the basis of race, color, gender, national or ethnic origin, political or religious beliefs, marital status, sexual orientation, pregnancy, disability, genetic information, or religion. Test modifications shall be made for students with disabilities and Limited English Proficiency (LEP) consistent with state and federal requirements.
- II. Measurement of student performance shall be the responsibility of the District for subjects and grade levels that are not measured under the statewide standardized assessment program.
- III. The statewide standardized end of course assessment shall be used as the final cumulative examination for the relevant course. A local assessment may be required as the final cumulative examination for a course that is not assessed under the statewide assessment program. A student enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) course who takes the respective AP, IB, or AICE assessment and earns the minimum score necessary to earn college credit, does not have to take the EOC assessment for the corresponding course.
- IV. The uniform calendar of assessment and reporting schedules, provided by the Department of Education, shall be published on the District website. The District assessment schedule and required information shall be incorporated into the uniform calendar.
- V. The parent, as defined by Florida Statutes, of each student must be notified regarding the progress of the student towards achieving state

CHAPTER 4.00 – CURRICULUM AND INSTRUCTION

and District expectations for proficiency in reading, science, writing and mathematics. A student's state assessment results and the results of district-required local assessments must be reported to the parent or guardian.

- VI. The District shall provide student performance results on statewide standardized assessments and district-required local assessments to instructional personnel for the purpose of improving instruction.

STATUTORY AUTHORITY:

1001.41; 1001.42, F.S.

LAWS IMPLEMENTED: 1000.21, 1001.11(5); 1001.43; 1008.22; 1008.34, F.S.

History:

Adopted:

Revision Date(s): 12/14/99, 4/27/10, 1/27/2015, 12/15/2015

Formerly: New

CHAPTER 4.00 – CURRICULUM AND INSTRUCTION

HOME EDUCATION PROGRAM

4.18

POLICY:

- I. Home education programs shall adhere to the provisions of Section 232.02, Florida Statutes. ~~The Superintendent shall be responsible for assuring that the home education programs are in compliance with Florida Statutes.~~
- II. The following provisions shall govern home education programs: ~~offered by a student's parent(s) or legal guardian.~~
 - A. The parent, as defined by 1000.21, F.S. ~~or legal guardian~~ shall:
 1. Notify the Superintendent or designee in writing within thirty (30) days of the establishment of a home education program. The notice shall be signed by the parent(s) ~~or legal guardian~~, and include the names, addresses, and birth dates of all children who shall be enrolled in the program. The Superintendent shall accept the notice and immediately register the home education program upon receipt of the notice. Copies of Section 1003.01(13), applicable Florida Statutes, and the home education policy will be given to the parent(s) ~~or guardian~~ and a conference to discuss the requirements will be held with the parent(s) ~~or guardian~~.
 2. Maintain a portfolio of records and materials for a period of two (2) years. Contents of the portfolio shall include:
 - a. A log made contemporaneously with the instruction, which designates by title the reading material being used, and
 - b. Samples of any writings, worksheets, workbooks, and creative materials used or developed by the student.

CHAPTER 4.00 – CURRICULUM AND INSTRUCTION

- c. ~~Copies of any testing or other appropriate evaluations of skills taught, and,~~
- d. ~~A log of daily instructional and study times.~~

Portfolios ~~will~~ may be inspected by a District employee upon 15 days written notice to the parent.

- 3. ~~Parents shall~~ provide an annual educational evaluation to their student(s) being home educated. The annual educational evaluation shall document the student's demonstration of educational progress at a level commensurate with his / her ability. A copy of the evaluation shall be filed annually with the School Board. The annual educational evaluation shall be conducted in accordance with Florida Statutes.
- 4. A Home education student may enroll in a public school solely for career and technical courses or programs. Industry certifications, national assessments and statewide assessments offered by the district shall be available to the home education program student.
- 5. The Superintendent shall determine if the student has demonstrated educational progress commensurate with his / her ability. If such progress has not been achieved, the parent(s) or legal guardian shall be notified in writing and have one (1) year from the receipt of written notification to provide remedial instruction. Continuation in the home educational program shall depend upon the student's educational progress at the end of the one (1) year probationary period.
- 6. Home Education families are to provide written notice to the Superintendent's office of an address change or of their intention to terminate the home education program.

CHAPTER 4.00 – CURRICULUM AND INSTRUCTION

STATUTORY AUTHORITY: 1001.41; 1001.42; 1003.01(13), F.S.

LAWS IMPLEMENTED: 1000.21; 1001.43; 1002.41; Chapter 490, F.S.

History:

Adopted:

Revision Date(s):

Formerly: New

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 for oral 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.

AN AGREEMENT

Between

SUWANNEE COUNTY SCHOOL BOARD

and

LITTLE PINE PEDIATRICS

This Agreement is entered into on the date of execution by both parties, between the Suwannee County School Board (SCSB) and Little Pine Pediatrics, PLLC, Madison and Perry, Florida (Healthcare Agency).

Whereas, SCSB, through the RIVEROAK Technical College (RTC), operates a Patient Care Technician program and Practical Nurse Education program for qualified students preparing to be Patient Care Technicians and/or Practical Nurses; and,

Whereas, SCSB and the Healthcare Agency have agreed jointly to participate in a program in which Patient Care Technician and Practical Nurse students may acquire clinical experience at the facilities of the Healthcare Agency; and,

Whereas, the parties share the mutual goal of high quality patient care and health sciences education;

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

I. GENERAL CONDITIONS

1. The Healthcare Agency and the SCSB expressly agree that all faculty and students under the program shall remain agents or students of the RTC. The RTC agrees that it will never act or represent it is acting as an agent of the Healthcare Agency or incur any obligations on the part of the Healthcare Agency without first obtaining the express written authority of the Administrator. The Healthcare Agency agrees that it will not be responsible for any salaries, taxes, or insurance of the RTC faculty, agents, or students.
2. The Healthcare Agency and RTC concur that this agreement may be cancelled at any time by either party hereto, with or without cause upon 30 days written notice to the other party.
3. The Healthcare Agency and RTC concur that this agreement shall continue in effect beginning on the date of execution by both parties through June 30, 2020; and shall be renewed from year to year unless otherwise notified in writing as in paragraph #2 above.
4. No alteration, modification, or variation of the terms of this agreement shall be valid unless made in writing and signed by both of the parties hereto.

5. The Healthcare Agency and the RTC agree that executed copies of this agreement shall be placed on file with the Administrator of the Healthcare Agency and the Director of the RTC.
6. The SCSB agrees to require the student to maintain professional liability insurance with single limit liability coverage of not less than \$1,000,000.00/\$3,000,000.00.
7. The SCSB agrees to provide a certificate of liability insurance for the faculty members in the performance of their duties and responsibilities at the Healthcare Agency.
8. The SCSB holds the Healthcare Agency harmless from any acts of negligence of the instructors and students while in the Healthcare Agency facility within the scope of the Practical Nurse Education and Patient Care Technician programs.

II. THE HEALTHCARE AGENCY'S RESPONSIBILITY

1. To share in the responsibility for the education of health care students in the Practical Nurse Education and Patient Care Technician and Home Health Aide programs through the cooperation and assistance of its staff and employees along with the faculty and students of the RTC
2. Students shall be selected for the programs by the RTC.
3. To make available to faculty and students of the RTC the use of its facilities the same as to its own personnel.
4. To make available whenever possible to faculty and students of the RTC all of its facilities and services in the planned learning experiences of the aforementioned programs.
5. To provide conference and meeting rooms as required and needed, if available, and not being used for other purposes by the Healthcare Agency.
6. To include faculty members of the program in their staff meetings when policies to be discussed affect or directly relate to the programs.
7. Instruction under the program(s) shall be at the time agreed by the parties to this contract and in agreement with the school curriculum calendar.
8. The responsibility for the patient remains with the Healthcare Agency.

III. THE RTC'S RESPONSIBILITY

1. The operation of programs will comply with established policies and practices of the Healthcare Agency, including all applicable legislation and regulations.
2. Ascribes to equal access/equal opportunity; endorses non-discrimination on the basis of race, color, religion, national origin, sex, age, handicap, or marital status. To assign students and faculty to the Healthcare Agency based on this statement.

3. To maintain standards of the programs as recommended and prescribed by all governing bodies and accrediting agencies regulating the programs.
4. To comply with and require, if necessary, physical examination, chest x-rays, and certain immunizations as deemed necessary by the Healthcare Agency or other such authority relative to the programs prior to entrance upon premises under the programs.
5. To employ qualified employees in the programs as administrators and instructors. The RTC agrees to the responsibility of interpreting the objectives of the programs to the students, consulting with administrative personnel of the Healthcare Agency in advance about use of the various facilities, and conferring with appropriate members of the Healthcare Agency staff in selecting patients to provide the learning experiences desired for students.
6. To be responsible for the educational supervision of students in the program.
7. The Healthcare Agency may, at any time, direct withdrawal of any faculty or student from the institution facilities or premises whose conduct or performance is not in accord with the standards of the RTC and its programs, or is unprofessional and detrimental to the Healthcare Agency. This request for withdrawal shall be submitted in writing, following a verbal request, to the appropriate school administrator. The RTC agrees that it will maintain the requisite degree of discipline among its students and faculty, giving full consideration to the Healthcare Agency's standard of conduct and performance.
8. Maintain individual records of classes, student activities, and competencies.
9. Maintain strict confidentiality regarding all patient-centered information.
10. Prepare any rotational plans for services to be used for experience and to secure the approval of this plan from the Healthcare Agency prior to the commencing of the educational program under the agreement. Substantive changes in the program will not be effective until such time as they shall be approved by the Healthcare Agency.

IV. HIPAA REQUIREMENTS

The Provider agrees to comply with the Health Insurance Portability and Accountability Act of 1996, as codified at 42 U.S.C. § 1320d ("HIPAA") and any current and future regulations promulgated thereunder including without limitation the federal privacy regulations contained in 45 C.F.R. Parts 160 and 164 (the "Federal Privacy Regulations"), the federal security standards contained in 45 C.F.R. Part 142 (the "Federal Security Regulations"), and the federal standards for electronic transactions contained in 45 C.F.R. Parts 160 and 162, all collectively referred to herein as "HIPAA Requirements". The Provider agrees not to use or further disclose any Protected Health Information (as defined in 45 C.F.R. Section 164.501) or Individually Identifiable Health Information (as defined in 42 U.S.C. Section 1320d), other than as permitted by HIPAA Requirements and the terms of this Agreement.

The Healthcare Agency will make its internal practices, books, and records relating to the use and disclosure of Protected Health Information available to the Secretary of Health and Human Services to the extent required for determining compliance with the Federal Privacy Regulations.

V. LIABILITY OF PARTIES

1. Nothing in this Agreement shall be construed to create a joint venture, agency or other legal relationship between the Healthcare Agency and RTC which could result in either party being responsible or liable for the acts or omissions of the other party.
2. Nothing in this Agreement shall be construed to create an employer/employee relationship between the RTC students and the Healthcare Agency.
3. Nothing contained in this Agreement is intended to serve as a waiver of sovereign immunity by any party to which sovereign immunity may be applicable.

VI. INDEMNIFICATION

1. The Healthcare Agency shall indemnify and hold harmless SCSB and RTC from and against any and all claims, liabilities, damages, and expenses including, without limitation, reasonable attorneys' fees, incurred by SCSB in defending actions brought against it arising out of or related to the acts or omissions of the Healthcare Agency, its agents, officers, or employees in the provision of services or performance of duties by the Healthcare Agency pursuant to this Agreement.

VII. GOVERNING LAW AND VENUE

- 1.1 This Agreement will be governed by and construed in accordance with the laws of the State of Florida. In the event of any litigation arising from this Agreement, the Parties agree that the exclusive state court forum for said litigation shall be in Suwannee County, in the court of appropriate jurisdiction.
- 1.2 The parties hereby knowingly, voluntarily and intentionally waive any right it may have to a trial by jury with respect to any litigation related to or arising out of, under, or in conjunction with this Agreement.

VIII. PUBLIC RECORDS

1. For all contractors as set forth in Section 119.0701, Florida Statutes (2018) see EXHIBIT A which is incorporated by reference herein.

The Healthcare Agency and the RTC agree that copies of any revisions or modifications of this agreement, after execution by the parties, shall have the effect of modifying the terms of this agreement.

SUWANNEE COUNTY SCHOOL BOARD

Live Oak, Florida

BY: _____ DATE: _____
Ted L. Roush
Superintendent of Schools

BY: _____ DATE: _____
Ed daSilva, Chairman
Suwannee County School Board

"Approved as to Form and Sufficiency

BY _____
Leonard J. Dietzen, III

Rumberger, Kirk & Caldwell, P.A.

LITTLE PINE PEDIATRICS, PLLC Suwannee School Board Attorney"

Madison, Florida

BY: _____ DATE: _____

TITLE: _____

EXHIBIT A

**Public Records Law Requirements
under Chapter 119.0701, Florida Statutes (2018)**

IF THE CONTRACTOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, HE OR SHE MUST CONTACT THE DISTRICT'S CUSTODIAN OF PUBLIC RECORDS, VICKIE MUSIC DePRATTER, CPA, CHIEF FINANCIAL OFFICER, AT 386-647-4609, VICKIE.DEPRATTER@SUWANNEE.K12.FL.US, OR 1729 WALKER AVENUE, SW, SUITE 200, LIVE OAK, FL 32064.

If you are a contractor as defined by Section 119.0701(1)(a), Florida Statutes (2018), you must comply with Florida's public records law.

You must keep and maintain public records required by the School District to perform the contracted services.

Upon request from the School District's Custodian of public records, you must provide the District with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in Chapter 119 or otherwise provided by law.

You must ensure that public records which are *exempt or confidential and exempt* from public records disclosure requirements are not disclosed except as authorized by law for the duration of the contract term and following completion of the contract, if the contractor does not transfer the records to the District.

Upon completion of the contract, you must transfer, at no cost, to the District all public records in possession of the contractor or continue to keep and maintain public records required by the District to perform the contracted services. *See* Section 119.0701(2)(b)4, Florida Statutes (2018), for additional record keeping requirements.

REQUEST FOR RECORDS RELATING TO DISTRICT'S CONTRACT FOR SERVICES

A request to inspect or copy public records relating to a District's contract for services must be made directly to the District's records custodian. If the District does not possess the requested records, the District shall immediately notify the contractor of the request, and the contractor must provide the records to the District or allow the records to be inspected or copied within a reasonable time.

If contractor does not timely comply with the District's request for records, the District shall be able to sue for breach of contract and the prevailing party shall be entitled to attorney's fees.

A contractor who fails to provide the requested public records to the District within a reasonable time may be subject to penalties under Section 119.10, Florida Statutes (2018).

MEMORANDUM OF UNDERSTANDING

between

SUWANNEE COUNTY SCHOOL BOARD

and

SAINT LEO UNIVERSITY

THIS MEMORANDUM OF UNDERSTANDING is made and entered into on the date of execution by both parties, by and between Saint Leo University (Saint Leo), a private, nonprofit institution of higher education incorporated in the State of Florida, and Suwannee County School Board, a school district located in Florida.

RECITALS

WHEREAS, Suwannee County School District (SCSD) desires to support its classroom assistants, non-instructional employees, and instructors (Paraprofessionals) who are interested in pursuing a Bachelor of Arts degree in education and becoming state-certified teachers; and

WHEREAS, SCSD believes participation in Saint Leo's s teacher education program will increase the number of professional teachers working in the SCSD schools, which will improve the quality of education offered by building upon the foundation of commitment and experience already in place; and

WHEREAS, Saint Leo University (Saint Leo) has an excellent program of teacher education and desires to collaborate with SCSD to provide this education opportunity to the Paraprofessionals employed by SCSD; and

WHEREAS, the education faculty and students of Saint Leo desire to engage with the faculty and students of SCSD for the mutual benefit of both Saint Leo and SCSD (Parties);

NOW THEREFORE, Saint Leo and SCSD mutually agree as follows:

AGREEMENT

- A. Program and Purpose. Saint Leo has created an educational program known as the "Paraprofessional to Professional Program" (PTP). The purpose of the PTP is to provide accredited teacher education courses to Paraprofessionals that will result in those individuals earning their bachelor's degree in elementary or middle grades education and becoming a certified teacher licensed to teach in the State of Florida.

The PTP provides the opportunity for flexible teaching practicum placements, education faculty support and observational critiques, continued mentorship after PTP completion, and

workshops for professional development, including targeted training to meet licensure requirements.

- B. Mode of Delivery and Location. PTP courses will be offered via online, video-conferencing, or on-ground at Saint Leo's Education Center in Lake City, Florida. Saint Leo may also offer courses at SCSD facilities.
- C. Term. This MOU shall remain in effect for two years from the Effective Date or until either Party terminates this contract upon sixty (60) days written notice at any time and for any reason. The Parties may revise or modify this Agreement by written amendment when both parties agree to such amendment. In the event of termination, any participating Paraprofessionals shall be permitted to complete the then-current term subject to the applicable terms of this Agreement.
- D. Provision of Courses and Curriculum. Saint Leo will provide academic credit for the PTP courses. Saint Leo will be wholly responsible for the curriculum and grading.
- E. Student Selection and Eligibility. SCSD will establish criteria to select which of its employees working as Paraprofessionals are eligible to be considered for admission into the PTP. In order to be selected for the PTP, the Paraprofessional must meet the admission standards of Saint Leo, as well as the admission criteria of the PTP. All Paraprofessional applicants must submit a completed student application; transcripts from high school and previously attended institutions of higher education; SCSD letter of support; letter of recommendation; and documentation of employment with SCSD. The submission of an application does not guarantee admission to Saint Leo or to the PTP. Upon admission and enrollment, the Paraprofessional will become a student of Saint Leo.
- F. Program Cohort. SCSD will select and offer the opportunity to participate in the PTP to at least ten (10) of its Paraprofessionals twice a year.
- G. Tuition, Textbooks and Fees. Saint Leo agrees to waive the application fee. Saint Leo agrees to the discounted tuition rate of \$320 per credit hour. This discount does not apply to the cost of textbooks, fees or supplies. This discount will not be addition to or instead of Saint Leo awards, Saint Leo scholarships, or other tuition discounts through other Saint Leo programs, such as the military discount. Each Paraprofessional will be responsible for the purchase of any textbooks and the payment of Saint Leo tuition and fees.
- H. Financial Aid. Eligible Paraprofessionals may apply for federal and state financial aid through Saint Leo's office of financial aid.
- I. Conduct. All Paraprofessionals are required to comply with Saint Leo policies and procedures, as well as federal, state, county, and city laws and regulations. In the event of any violation, Saint Leo will take appropriate disciplinary action, including removal from the PTP if warranted.

- J. Teaching Practicums. SCSD agrees to provide internship opportunities in its schools for Saint Leo students, including Paraprofessionals, enrolled in its teacher education program or PTP.
- K. Designated Representative. Each Party will appoint a designated representative to coordinate the PTP and to work with the faculty of Saint Leo and the Paraprofessionals. The designated representatives will communicate and hold meetings as needed to review and evaluate the PTP.
- L. Nondiscrimination. Each Party agrees that it will not discriminate against any Paraprofessional in violation of any applicable federal, state or municipal laws on the basis of sex, race, religion, national origin, disability, veteran status, or other protected classification.
- M. Independent Entities. This MOU shall not be construed to create a general partnership, joint venture or any other organizational combination of the parties, nor shall it authorize either Party to act as an agent for or bind the other party in any manner. Saint Leo and SCSD shall be and remain independent entities with respect to the performance of their respective duties and obligations hereunder. There will be no payment of charges or fees between Saint Leo and SCSD.
- N. Indemnification. Each Party agrees to indemnify and hold harmless all employees, agents, directors, volunteers, and trustees of the other Party from and against any and all claims, damages, or liability from either (1) claimed or actual defects in premises owned or controlled by the other Party and used in the performance of this MOU; or (2) any acts or omissions of the other Party, its employees, agents, directors, volunteers, and trustees, in the performance of this MOU.

DATE: _____

DATE: _____

Saint Leo University

Suwannee County School Board

Dr. Mary Spoto
Vice President of Academic Affairs

Ed daSilva
Board Chairman

Ted L. Roush
Superintendent of Schools
"Approved as to Form and Sufficiency

BY _____
Leonard J. Dietzen, III
Rumberger, Kirk & Caldwell, P.A.
Suwannee School Board Attorney"

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. 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

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

Health Services Agreement

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 (30th) 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].

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

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

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

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.

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

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: _____

"Approved as to Form and Sufficiency

BY _____

Leonard J. Dietzen, III
Rumberger, Kirk & Caldwell, P.A.
Suwannee School Board Attorney"