

SUWANNEE COUNTY SCHOOL BOARD
WORKSHOP SESSION
AUGUST 11, 2020

AGENDA

- 9:00 a.m. Call to Order/Welcome/Pledge Ed daSilva, Chairman
- 9:02 a.m. School Re-opening Update for..... Janene Fitzpatrick/Directors
2020-2021
- 10:00 a.m. Suwannee Virtual School Update Angie Stuckey
- 10:30 a.m. Assistant Superintendent of Bill Brothers
Administration Department Update
- Policies (**pgs. 2-33**)
- 10:45 a.m. Curriculum and Instruction Department Update Jennifer Barrs
- SCSD 2020-2021 Uniform Statewide Assessment Calendar
(**pgs. 34-43**)
 - NEFEC 2020-21 Professional Learning Catalog Additions and
Revisions (**pgs. 44-64**)
- 11:00 a.m. Superintendent Update Ted Roush
- 11:30 a.m. Adjourn

CHAPTER 3.00 - SCHOOL ADMINISTRATION

BACKGROUND SCREENING FOR CONTRACTORS

3.25+

- I. Contractual personnel who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds must meet level two (2) screening requirements as described in Florida Statutes. Contractual personnel shall include any vendor, individual or entity under contract with a school or the School Board. Each vendor, individual contractor or employee of a contractor as described in this section must provide verification that he/she has met the level two (2) screening requirements prior to accessing a school campus and provide evidence of compliance with Florida Statute Section 448.095 (evidence may consist of, but is not limited to, providing notice of Contractor's E-Verify number).
- II. An employee or contractor of an employer who offers a high school student internship(s) must meet level 2 background screening requirements if he/she has direct, unsupervised access to the student intern(s).
- III. The District shall issue a state identification badge that is valid for five (5) years to a contractor who meets level 2 screening requirements. The recipient of the badge shall be responsible for paying a fee established by the Department of Education. The badge shall bear the picture of the contractor and must be visible at all times the contractor is on school grounds.
- IV. The District shall recognize the uniform statewide identification badge that has been issued by another school district.
- V. A noninstructional contractor who has been convicted of any disqualifying offense, as defined in Florida Statutes, shall not have access to school grounds when students are present.
- VI. Contractual personnel must also meet the level two (2) screening requirements every five (5) years following entry into a contract. If the fingerprints of an individual under contract with the School Board have not been retained by the Florida Department of Law Enforcement, the individual must submit a complete set of fingerprints to the District.

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- VII. Each person under contract as described in sections I. and II. must agree to inform the party with whom he/she is under contract within forty-eight (48) hours if convicted of any disqualifying offense while under contract. The individual shall also be responsible for returning the badge within forty-eight (48) hours to the district that issued the badge. If it is found that a person under contract does not meet the level two (2) requirements, the individual shall be immediately suspended from working in a contractual position and

shall remain suspended until final resolution of any appeals. A person who is working with an intern will not be allowed to continue in an unsupervised situation.

- VIII. The following noninstructional contractors shall be exempt from level 2 screening:
- A. A contractor who is under direct, line of sight supervision of a District employee or contractor who has met level 2 screening requirements;
 - B. A contractor who is required by law to undergo level 2 screening for licensure, certification, employment, or other purpose and provides appropriate documentation;
 - C. A law enforcement officer who is assigned or dispatched to school grounds;
 - D. An employee or medical director of a licensed ambulance provider who is providing services;
 - E. A contractor at a site where students are not permitted and a six (6) foot chain link fence separates the work site from the remainder of the school grounds; or

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- F. A contractor who provides pickup or delivery services that involve brief visits to school grounds when students are present.
- IX. A noninstructional contractor, as described in section VIII., who is exempt from level 2 screening shall be subject to a search of the registry of sexual offenders and sexual predators maintained by the Florida Department of Law Enforcement and the National Sex Offender Public Registry maintained by the U.S. Department of Justice. The District shall conduct the registry search without charge to the contractor. If a contractor is identified as a sexual predator or offender and not allowed on school grounds, the District shall notify the vendor, individual or entity under contract within three (3) business days.
- X. The Superintendent shall develop procedures to implement this policy.

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED:

**1001.43, 1003.496, 1012.32,
1012.465, 1012.467, 1012.468, F.S.**

HISTORY:

**ADOPTED: 1/28/2014
REVISION DATE(S): _____
FORMERLY: NEW**

CHAPTER 3.00 - SCHOOL ADMINISTRATION

AUTOMATIC EXTERNAL DEFIBRILLATORS

3.30+

POLICY:

- I. The School Board authorizes the use of an automatic external defibrillator (AED) in a perceived medical emergency.
- II. All persons who are reasonably expected to use an AED shall be trained to use the device. Employees or volunteers expected to use an AED must complete Training shall include a course in cardiopulmonary resuscitation (CPR) or a basic first aid course which includes CPR and demonstrated proficiency in the use of a defibrillator an AED.
- III. Each school that is a member of the Florida High School Athletic Association shall have an operational AED on school grounds. The device shall be available in a clearly marked and publicized location for all athletic activities, including those held outside of the school year, readily available for use. The location of the device shall be registered with the local emergency medical services director. All persons who are reasonably expected to use the device shall be notified annually in writing of the location of each AED on school grounds. ~~notified of its location.~~
- IV. The Superintendent or designee shall develop procedures to implement this policy.

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED:

401.2915, 768.1325, 1001.42,
1001.43, 1006.165, F.S.

HISTORY:

ADOPTED: 2/28/2012

REVISION DATE(S): _____

FORMERLY: NEW

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

EXERTIONAL HEAT ILLNESS

4.18*+

I. Purpose of policy:

This policy describes the best practice procedures for the prevention, monitoring, and when necessary, the treatment of exertional heat illnesses for students/athletes, faculty, and staff of [Organization Name]. This policy applies to all staff members, including but not limited to athletic trainers, physicians, athletic administrators, coaches, strength and conditioning staff, and school administrators who are associated with activities where heat illness poses a risk, including but not limited to, outdoor and indoor activities where high temperature and specifically, high humidity environmental risks are present (e.g., athletics, intramurals, course instruction, marching band). Exertional heat illness includes exercise-associated muscle cramps, heat syncope, heat exhaustion, and exertional heat stroke (EHS)). Current best practice guidelines suggest that the risk of exertional heat injuries can be minimized with heat acclimatization and diligent attention to monitoring individuals participating in activities that place them at a higher risk for these types of injuries. In the event an athlete sustains a heat illness, immediate and proper treatment is necessary.

II. Definitions:

- A. Acclimatization – The process of gradually increasing the intensity of activity in a progressive manner that improves the body's ability to adapt to and tolerate exercise in the heat. The acclimatization period is defined as the first 14 calendar days of a student-athletes' participation, beginning with the first allowable date of practice in the sport of the first day an athlete begins official practice, whichever is later.
- B. Wet Bulb Globe Temperature – The WBGT is a measurement tool that uses ambient temperature, relative humidity, wind, and solar radiation from the sun to get a comprehensive measure that can be used to monitor environmental conditions during exercise. WBGT is different than heat index, as it is a more comprehensive measurement of environmental heat stress on the body.
- C. Non-Practice Activities – Activities that include meetings, injury treatment, and film study.

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- D. Practice – The period of time that a student-athlete engages in coach-supervised, school approved sport or conditioning related-activity. Practice time includes from the time the players report to the field until they leave.
- E. Walk Through – A period of time where players are reviewing positional strategy and rehearsing plays. Players do not experience contact and thus they do not wear equipment and the intensity of the activity is minimal often involving walking. This period of time shall last no more than one hour. It is not considered part of the practice time regulation. It may not involve conditioning or weight room activities. Players may not wear protective equipment during the walk through.
- F. Recovery Time – This period of time is defined as non-activity time outside of practices or games. NO ACTIVITY, including non-practice activity, can occur during this time. When it is possible, proper recovery should occur in an air-conditioned facility for a minimum of 3 hours in duration.
- G. Rest Breaks – This period of time occurs during practice and is a non-activity time that is in a 'cool zone' out of direct sunlight.
- H. Exertional Heat Stroke (EHS)– Defined as having a rectal temperature over 104°F-105°F (40.5°C), and central nervous system dysfunction (e.g. irrational behavior, confusion, irritability, emotional instability, altered consciousness, collapse, coma, dizzy, etc.).
- I. Cooling Zone- An area out of direct sunlight with adequate air flow to assist in cooling. A cold-water or ice tub and ice towels should be available to immerse or soak a patient with suspected heat illness This may be outdoors or indoors depending on proximity to field.
- J. Qualified Health Care Professional (QHP) - As defined by the American Medical Association (AMA), "is an individual who is qualified by education, training, licensure/regulation (when applicable), and facility privileging (when applicable) who performs a professional service within his/her scope of practice and independently reports that professional service."
- K. Hypohydration- (reduced hydration status) is a deficit of body water that is caused by acute or chronic dehydration.
- L. Central Nervous System dysfunction- includes any sign or symptom that the central nervous system is not working properly, including: dizziness,

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drowsiness, irrational behavior, confusion, irritability, emotional instability, hysteria, apathy, aggressiveness, delirium, disorientation, staggering, seizures, loss of consciousness, coma, etc.

- III. Monitoring Heat Stress - Schools must monitor heat stress. Heat stress is determined by measuring the ambient temperature, humidity, wind speed, sun angle and cloud cover at the site of the athletic activity. School are required to follow and adhere to the guidelines set forth by the FHSAA for heat stress readings.
- A. A pre-participation history and physical exam is required. Individuals with risk factors will be identified and counseled on heat illness.
- B. The athletic trainer or persons responsible will be notified of individuals with pre-existing conditions that place the individual at risk of exertional illness.
- C. Coaches will be notified of individuals at higher risk as needed.
- IV. Each athletic coach involving outdoor practices or events shall annually complete training in exertional heat illness identification, prevention, and response, including the effective administration of cooling zones.
- V. Environmental Monitoring and Activity modification/Cancellation
- A. Environmental monitoring will occur utilizing a WBGT device (insert school device here)
- B. Environmental monitoring will occur any time it is warm outside (i.e. over 70°F)
- C. Environmental monitoring and activity modifications may be necessary for certain types of indoor facilities.
- D. Monitoring of WBGT will occur every 30 minutes beginning at the scheduled practice time.
- E. All environmental monitoring will be recorded and stored either hard copy or electronically.

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- F. Modifications will be made in accordance with the best practice guidelines for our region. (School District) is in the southern region and will follow the guidelines based on the Florida High School Athletic Association policy.
- VI. Acclimatization protocols apply to all sports. Days 1 through 5 of the heat acclimatization period consists of the first 5 days of formal practice. During this time, athletes may not participate in more than one (1) practice per day. If a practice is interrupted by inclement weather or heat restrictions, the practice will recommence once conditions are deemed safe. Total practice time will not exceed 3 hours in a single day. A 1-hour maximum walk-through is permitted during days 1-5 of the heat acclimatization period. A 1-hour recovery period will take place between the practice and walk-through (or vice versa).
- VII. Student-athletes who participate in activities that last for an extended amount of time or multiple activities in a day should be provided electrolytes to assist in rehydration. Rest breaks must involve unlimited hydration intake and rest without any activity involved.
- VIII. Coaches are required to adopt a heat injury prevention philosophy by promoting unrestricted access to water at all times. A student-athlete should never be denied access to water.
- IX. The school's emergency action plan must include a procedure for onsite cooling using cold-water immersion or equivalent means before a student-athlete is transported to a hospital for exertional heatstroke.
- X. Cooling zones must be available for each outdoor athletic contest, practice, workout, or conditioning session. Cooling zones must include the immediate availability of cold-water immersion tubs or equivalent and may also include ice sponges and towels or tarps that can be filled with ice and wrapped around

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individuals to rapidly cool internal body temperature. An employee or volunteer trained to administer cold-water immersion must be present.

STATUTORY AUTHORITY: 1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED: 1006.165, F.S.

<u>HISTORY:</u>	<u>ADOPTED:</u>
	<u>REVISION DATE(S):</u>
	<u>FORMALLY: NEW</u>

CHAPTER 5.00 – STUDENTS

NOTIFICATION OF INVOLUNTARY EXAMINATION

5.29*+

- I. The principal or designee shall immediately notify the parent, as defined by law, of a student who is removed from school, school transportation, or a school-sponsored activity and taken to a receiving facility for an involuntary examination.
- II. The principal or designee may delay the notification to the parent for up to twenty-four (24) hours if the delay is considered in the student's best interest and if a report has been submitted to the central abuse hotline due to knowledge or suspicion of abuse, abandonment, or neglect.
- III. Before contacting a law enforcement officer, a principal or designee must verify that de-escalation strategies have been utilized and outreach to a mobile response team has been initiated unless the principal or designee reasonably believes that any delay in removing the student will increase the likelihood of harm to the student or others.
- IV. The Superintendent shall develop procedures for the notification of parents and for reporting, if appropriate, alleged child abuse, abandonment, or neglect to the central abuse hotline when a student is taken to a facility for an involuntary examination. The procedures shall be contained in the *Health Services Manual*.

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED:

381.0056, 394.463, 1001.21, 1002.20, 1006.062, F.S.

HISTORY:

ADOPTED: _____
REVISION DATE(S): _____

FORMERLY: NEW

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NEFEC 5.29*+

Revised: 07/27/20

CHAPTER 5.00 – STUDENTS

CHILDREN OF MILITARY FAMILIES

5.40

- I. The District shall recognize the provisions of the *Interstate Compact on Educational Opportunities for Military Children* and shall address the educational transition issues faced by military families.
- II. Assistance to children of military families, as defined in the *Compact*, shall include but not be limited to:
 - A. Enrollment and eligibility;
 - B. Educational records;
 - C. Placement;
 - D. Attendance; and
 - E. Graduation.
- III. A student must be considered a resident for enrollment purposes and provided preferential treatment in the controlled open enrollment process when presented with an official military order advising that the parent is transferred or pending transfer to a military installation within the State.
~~school district.~~
- IV. The Superintendent shall develop procedures to assist students who are children of military families and to remove barriers to educational success.

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED:

1000.36, 1001.43, 1003.05, F.S.

HISTORY:

ADOPTED: 11/19/2019

REVISION DATE(S):

FORMERLY:

CHAPTER 6.00 – HUMAN RESOURCES

EMPLOYMENT DEFINED

6.10

- I. Employment Eligibility – The school district shall register with and use the E-Verify system to verify the work authorization status of all newly hired employees.
- II. Full Time - A regular full time employee is a person who is employed for the school term or for the school fiscal year to render the minimum number of hours each day as established by the Board for that position or job.
- III. Part-time - A part-time employee is a person who is employed to render less than the number of hours each day as established by the Board for a regular full-time employee.
- IV. Temporary - A temporary employee is a person whose employment is expected to be for a limited time to fill a vacancy for which a permanent employee is not available or to perform some work of a temporary nature. Such employment will cease at the close of the school term or school fiscal year or when the temporary work has been completed. A temporary employee may be a part-time or a full-time employee.

STATUTORY AUTHORITY:

1001.41, 1012.22, 1012.23, F.S.

LAW(S) IMPLEMENTED:

288.061, 448.095, 1001.43, 1012.22, F.S.

HISTORY:

ADOPTED: _____
REVISION DATE(S): _____

CHAPTER 6.00 – PERSONNEL

APPOINTMENT OR EMPLOYMENT REQUIREMENTS

6.103*

Any person desiring employment shall file a completed application on the form provided by the Superintendent.

I. Qualifications

- A. Must be of good moral character.
- B. Must have attained the age of eighteen (18) years with the exception of students employed by the Board.
- C. Must not be ineligible for employment under 1012.315, F.S., if applying for an instructional, administrative or any other position requiring direct contact with students.

II. Certificate Requirements

Each applicant for an instructional or a certificated administrative position shall hold a certificate, have a receipt from the Florida Department of Education acknowledging that an application has been filed and that issuance of the certificate is pending, or have the proper license to perform services.

- A. To be considered for a position, an applicant shall be duly qualified for that position in accordance with state law, regulations of the Florida Department of Education and the approved job description. If it appears that the applicant is eligible for proper certification, appointment may be made subject to the conditions set forth in the annual contract of employment as approved by the School Board.
- B. Any person not holding a valid Florida certificate at the time of employment shall be required, upon initial employment, to make application to the Florida Department of Education for such a certificate, through the Human Resources office of the District. When such certificate is received, it must be filed with the office of the

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Superintendent. If the Department of Education declines to issue a certificate, the person's employment shall be terminated immediately. Failure to file such certificate, except for good cause as determined by the Superintendent, shall result in the termination of employment.

III. Interviews and Appointments

- A. Interview teams shall reasonably reflect the District's diverse racial, ethnic, and gender composition. Administrative, instructional and non-instructional employees, including community representatives, may be assigned to serve on interview teams.
- B. The Superintendent or designee shall monitor and ensure that appointments and assignments are consistent with the District's intent of maintaining a diverse work force.
- C. The Superintendent's designee, other than a school principal, may be given the authority to make a "conditional offer" for a teaching position; consistent with requirements found in current School Board Policy.

IV. Driving Record

- A. The driving record of each applicant for the position of school bus operator or for any position that would require the person to drive a School Board vehicle shall be reviewed to determine if the record contains any infractions of the driving code that would make the applicant unqualified for the position in accordance with the District safe driver plan.
- B. The driving record of each current school bus operator shall be reviewed prior to the first day of the fall semester and periodically during the school year to determine if the record contains any infractions of the driving code that would make the operator unqualified for the position in accordance with the District safe driver plan. The

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driving record of any employee who is required to drive a School Board vehicle shall also be reviewed periodically during the year to determine whether the employee may continue in the position.

V. Criminal Background Check

A. Initial Employment

1. Any offer of employment with the School District is conditioned on submission of fingerprints as required by Florida Statute and a background investigation by the Superintendent or designee and District Criminal Background Check (CBC) committee. After a job offer, but prior to beginning employment with the District, all candidates for all positions must undergo a criminal and employment background check (including verification of work authorization status through the E-Verify system) to determine suitability for employment. The application for employment shall inform applicants they are subject to criminal background checks, and advise applicants that failure to be truthful on the application about prior criminal history will be grounds for ineligibility or dismissal from employment.
2. As a condition of employment and prior to beginning work, an applicant who has received a conditional job offer must file a complete set of fingerprints taken by an authorized law enforcement officer or an employee of the District trained to take fingerprints. The fingerprints shall be processed by the Florida Department of Law Enforcement (FDLE) and the Federal Bureau of Investigation (FBI). The applicant shall be required to pay for full costs of processing at the time of fingerprinting.
3. A Criminal Background Check (CBC) committee shall be established to review the criminal history of all persons nominated for initial employment. The CBC committee shall obtain criminal background information for applicants through requests to the Florida Department of Law Enforcement (FDLE)

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and the Federal Bureau of Investigation (FBI). The CBC committee shall include, but not be limited to, the Director of Human Resources, the District EEO Officer, and a representative of the County Sheriff's Department.

4. When the fingerprint or background check reports are returned, the committee shall review both the application and the report(s) concerning the individual. The CBC committee will compare the information provided by the new employee with the information received from the FDLE and/or the FBI pursuant to Florida Statute.
5. The Superintendent or designee shall conduct employment history checks of applicants for instructional, administrative or any other positions requiring direct contact with students. The employment history check shall include, but not be limited to, screening through the use of educator screening tools described in law and contact with each previous employer. All findings shall be documented. If the Superintendent is unable to contact a previous employer, he/she shall document all efforts to contact the previous employer. For all other applicants, the CBC committee or its designee shall contact or attempt to contact all prior employers for a minimum of the past ten (10) years and all private or public educational institutions by which the applicant was previously employed while age eighteen (18) or older. The committee shall document all attempts to contact previous employers.
6. No applicant who has received a conditional job offer shall begin work before his/her fingerprints are processed, the criminal and pre-employment investigation is completed, and a determination is rendered as to suitability for employment.
7. Based upon the facts of an application, criminal background check or other valid or reliable data sources, applicants who are, or have been convicted of certain serious offenses may be denied

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employment by the School District. As used in this section the term conviction is defined as a finding of guilt, a plea of guilty, or a plea of *nolo contendere*, or a verdict of guilty. The withholding of adjudication or the entry of an order sealing or expunging the record requiring a pre-trial intervention or pre-trial diversion shall not be considered an exception to this section. Other information derived from the pre-employment investigation, which indicates the applicant may not be suitable for employment by the School District, may be grounds for denying employment to an applicant.

8. An applicant shall be disqualified from employment in any position requiring direct contact with students if he/she is ineligible for employment under 1012.315, F.S.
9. Any instructional or noninstructional persons under contract to the School District to operate student programs, student teacher, persons participating in short-term teacher assistance experiences or field experiences who have district contact with students must meet the requirements of V.A.1., 2., 5. and 6. Such persons may not be in direct contact with students if ineligible under 1012.315, F.S.

B. Current Employees

1. Whenever a personnel investigation of a complaint against an employee is required, a criminal background check may be conducted as part of the investigation.
2. If it is discovered during the period of employment that a regular employee has a prior criminal record and that the employee was requested to provide this information at the time of hire, but did not do so, the employee may be subject to disciplinary action, including dismissal for submitting false information on the employment application, or otherwise having misled the District.

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3. If it is discovered during the period of employment that an employee has a prior criminal record and no falsification of an application nor attempt to mislead occurred, the record shall be reviewed by the CBC committee. The committee shall consider all information, including any mitigating conditions, and report findings of fact, possible mitigating circumstances and recommendations for action to the Superintendent. The employee shall have the opportunity to respond in writing to the findings and recommendation. The Superintendent shall review the record, recommendation and response before taking appropriate action. Appeal of the Superintendent's action shall follow collective bargaining agreements or School Board policy, as appropriate.
4. Instructional personnel and noninstructional or contractual personnel who have direct contact with students or have access to or control of school funds must meet the screening requirements described in law every five (5) years. Personnel whose fingerprints have not been maintained by the Department of Law Enforcement are required to be refingerprinted.
5. An employee whose criminal record after employment would disqualify him/her from employment shall be subject to disciplinary action up to and including termination.

VI. Drug Testing

A. Initial Employment

1. A negative drug screen will be a requirement of initial employment. An applicant who has been offered a position will be referred to a Board approved, independent, certified laboratory. The drug screen must be conducted within thirty (30)

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days prior to employment. The cost of the drug screening will be the responsibility of the applicant.

2. Applicants testing positive will not be eligible for employment by the School Board for one (1) year from the date of the test. Refusal to participate in the drug screening will prohibit an applicant from employment with the Board.

B. Current Employees

1. An employee may be subject to drug testing based on a reasonable belief that he/she is using or has used drugs in violation of the Drug-free Workplace policy.
2. An employee may be subject to follow up testing at the recommendation of a substance abuse professional or medical review officer.
3. An employee shall be subject to a drug screen immediately following a work related accident or injury.
4. An employee who is subject to the requirements of the Omnibus Transportation Employees Testing Act (OTETA) shall be subject to random drug testing, post accident drug testing and return to duty testing as required by federal law.

VII. Acceptance of Appointment

Failure to signify acceptance of appointment within ten (10) days after receipt of the official notice of appointment shall be considered a rejection of the offer and the position shall be declared vacant.

VIII. Reconsideration and Appeal

CHAPTER 6.00 – PERSONNEL

- A. Applicants who have been denied employment, and probationary employees who have been denied permanent employment, on the basis of their criminal record, drug screening and/or background check, may request reconsideration by the CBC committee only if they present new information not previously available to the committee.
 - B. Applicants who have been denied employment, and probationary employees who have denied permanent employment, because of their criminal record, drug screening and/or background check, may appeal to the Superintendent. Applicants and probationary employees shall receive written notice of the right to appeal the decision by the CBC committee to the Superintendent. Their appeal must be in writing, and may respond to the findings and decision of the CBC committee. If new information is to be submitted, the applicant must first request reconsideration by the CBC Committee. The Superintendent's decision shall be final.
- IX. The District shall ensure that all aspects of the recruitment and selection process are job-related and are consistent with business necessity so as to ensure equal employment opportunity. Neither the District nor its agents shall engage in any discrimination with respect to employment in violation of any state or federal laws. Applicants shall be informed of the complaint procedure that may be used should they allege discrimination.

STATUTORY AUTHORITY:

1001.41, 1012.22, 1012.23, F.S.

LAW(S) IMPLEMENTED: 288.061, 381.0056, 448.095, 1001.42, 1001.43, 1012.01, 1012.22, 1012.27, 1012.315, 1012.32, 1012.39, 1012.465, 1012.55, 1012.56, F.S.

STATE BOARD OF EDUCATION RULE(S):

6A-3.0141

HISTORY:

ADOPTED: _____

REVISION DATE(S): 12/14/99, 11/21/2000, 7/28/09, 3/25/2014

CHAPTER 8.00 - AUXILIARY SERVICES

SCHOOL CONSTRUCTION BID PROCESS

8.27*

- I. All applicable laws and School Board policies shall be observed in all construction bid procedures. All construction or capital improvement bids shall be accompanied by evidence that the bidder holds an appropriate certificate or license or that the prime contractor has a current valid license.
 - A. Prequalification of Contractors. The Board shall prequalify contractors on an annual basis or for a specific project. This section is applicable to bids, construction management, design build, and any other construction services application
 - B. Selection Process. Those contractors desiring to bid on Board projects must be prequalified. The Board may reject any application that contains inaccurate information.
 - C. Application. Each contractor, firm or person requesting pre-qualification shall submit an application. The application shall include the following:
 1. Detailed information setting forth the applicant's competence, past performance, experience, financial resources, and capability, including a Public Entity Crime statement and references.
 2. Audited financial information current within the past 12 months, such as a balance sheet and statement of operations, and bonding capacity. The requirement for financial information may be satisfied by the contractor providing written verification of the contractor's bonding capacity.
 3. General information about the contractor company, its principals, and its history, including state and date of incorporation, regardless of whether the contractor is a resident or non-resident of the geographic area served by the Board.
 4. Every contractor and subcontractor desiring to enter into a contract with the school district shall register with and use the E-Verify system to verify the work authorization status of all newly hired employees. Contractors entering into contracts with a subcontractor, must have an affidavit from the subcontractor stating the subcontractor does not employ, contract with, or subcontract with an unauthorized alien.
 - a. Contractor must provide evidence of compliance with Florida Statute Section 448.095. Evidence may consist of, but is not limited to, providing notice of Contractor's E-Verify number.
 - b. Contractors entering into contracts with a subcontractor, must have an affidavit from the subcontractor stating the subcontractor does not employ, contract with, or subcontract with an unauthorized alien.

CHAPTER 8.00 - AUXILIARY SERVICES

- c. Contractor shall provide a copy of sub-contractor affidavit to the School Board upon receipt and shall maintain a copy for the duration of the Agreement.
 - d. Failure to comply with this provision is a material breach of an Agreement, and School Board may choose to terminate the Agreement at its sole discretion. Contractor may be liable for all costs associated with School Board securing the same services, inclusive, but not limited to, higher costs for the same services and rebidding costs (if necessary).
 - 5. Contractor trade categories and information regarding the state and local licenses and license numbers held by the applicant.
 - 6. A list of projects completed within the last five (5) years, including dates, client approximate dollar value, size and reference name for each project.
 - 7. Certificates of insurance confirming current workers' compensation, public liability and property damage insurance as required by law.
 - 8. A list of all pending litigation and all litigation within the past five (5) years, including an explanation of each. Litigation initiated by the contractor to protect the contractor's legal rights shall not be used as a basis for rejecting prequalification.
 - 9. The completed application and financial information shall be attested to and signed by an authorized officer of the company, the owner, or sole proprietor, as appropriate, and the signature shall be notarized.
- II. Alternative Construction Methods. The Facilities Department will consider the following factors when determining which construction method (traditional bid; design-build; construction management or negotiated contract) will be used for each project: scope of work of the project, complexity of the task, the schedule for construction, availability of skilled personnel in the local marketplace and past experience on other projects.
- III. Advertising, Bidding and Awarding Contracts. Construction projects shall be advertised in a local newspaper within general circulation throughout the District for a minimum of once a week for three (3) consecutive weeks. The last notice shall appear at least seven (7) days prior to the date set for bid opening. Projects estimated to cost less than \$300,000 shall be advertised for a minimum of one week. All applicable Florida Statutes, State Board of Education rules, and School Board rules shall be observed in school construction bid procedures.
- IV. The Superintendent or designee shall be responsible for preparing the legal notice for bids and shall determine that such notice meets the requirements of Florida Statutes and State Board of Education rules and contains the information needed by the prospective bidders to include the following
- A. Project name and location;

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- B. Brief statement describing the work
 - C. From whom and when contract documents are available, including deposit or charge;
 - D. Date, time and place relating to submitting of bids;
 - E. Pre-qualifications of bidder;
 - F. Procedures for presenting bids;
 - G. Conditions and terms for receiving bids;
 - H. Procedures to be followed in opening and presenting bids to the School Board; and,
 - I. Conditions for awarding contracts based on bids.
- V. In addition to the publishing of the advertisement for bids, the bid documents shall be sent to at least three (3) prospective bidders. The advertisement or specifications shall not specify the use of materials or systems by a sole source.
- VI. Construction Bids. General conditions are all costs incidental to but are not incorporated into the project after it is completed. General conditions and the project contingency will be negotiated. General conditions include (but are not limited to) the following:
- A. Utilities including water, electric, phone, internet service, restrooms and septic services if required. Contractor is responsible for utilities until the District accepts the project as substantially complete or at the option of the Board, upon Final Completion.
 - B. Office Space which includes all costs related to rental and setup of those spaces.
 - C. Temporary Fencing and site security. The contractor has total control and is responsible for all liabilities on the Construction Site.
 - D. Equipment rental or purchase of equipment such as computers and copy machines.
 - E. Vehicles for mobility at the site such as golf carts. IF the contractor plans to rent company owned equipment to the project documentation shall be provided that the charges will not exceed rental cost. Cost to include fuel, repairs and maintenance. Rental should be consistent with industry standard.
 - F. Waste, trash, debris and disposal costs.
 - G. Erosion and dust control
 - H. Mobilization and demobilization.
 - I. Drinking water
 - J. Salaries of contractor staff working onsite. Contractor staff stationed at the home office and are related to the firms general operations should not be included.
 - K. Mileage reimbursement for travel to and from an employee's home is not reimbursable.
 - L. Safety and first aid cost.

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- M. Tools may be included. (Any tools or equipment paid for by the District will remain the property of the District).
- VII. Bid bonds shall be required on new construction and any renovations or remodeling exceeding twenty-five thousand dollars (\$25,000.00).
- VIII. These provisions shall be followed for construction bids
 - A. The bid time and date shall be established by the School Board after the Superintendent's recommendation.
 - B. Bids shall be opened at the designated time in the invitation to bid. At the designated time, the person presiding shall inquire if all bids have been received; no other bids shall be accepted and no bid may be withdrawn after the deadline. Negligence on the part of the bidder in preparing the bid shall confer no right for withdrawal after the designated time for opening of bids. Bids by telegram shall not be accepted nor shall any other type of bid be accepted which cannot be classified as a sealed bid. Bids received by mail shall be stamped with the time and date received by the purchasing office.
 - C. All bids shall be opened, read aloud, and recorded in the presence of all persons.
 - D. Each bid shall be accompanied by a bid bond, a certified check, or a cashier's check in an amount equal to five percent (5%) of the total amount of the bid. Failure to include such bond shall automatically disqualify the bid from further consideration.
 - E. The Board will consider all bids received and within the time limit stated in the advertisement for bids will either reject all bids or award the contract to the lowest and best bid with preference to materials, contracts, builders, architects, and laborers who reside within the county and state, whenever such materials can be purchased at no greater expense.
 - F. When a construction contract has been awarded to a contractor on the basis of proper bids, payments on that contract shall be made on a scheduled basis in an amount approved by the architect. This amount shall consider the ten percent (10%) hold-back required by Florida Statutes. Upon completion of the construction, the final payment shall be made only on the School Board's approval after proper inspection of the facilities.

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- IX. The specifications for construction bids may not be written to limit any purchase of systems or materials to a specific brand or a single source of supply, unless the School Board, after consideration of all available alternative materials and systems, determines that the specifications of a sole material or system is justifiable, based upon its cost interchangeability.
- X. All bid requests shall include a notification to bidders that failure to file a bid protest within the time and in the manner prescribed by School Board rule shall constitute a waiver of any further right to protest such bid award.

STATUTORY AUTHORITY:

1001.42, F.S.

LAW(S) IMPLEMENTED:

255.04, 287.055, 287.057,
288.061, 448.095, 1001.43, 1013.46 - .48, F.S.

HISTORY:

ADOPTED: _____
REVISION DATE(S): _____
FORMERLY:

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PREQUALIFICATION OF CONTRACTORS FOR EDUCATIONAL FACILITIES CONSTRUCTION

8.272

The School Board shall prequalify contractors for a one (1) year period or for a specific project in accordance with the following:

- I. Criteria - Contractors shall be prequalified on the basis of the following criteria and any additional criteria specific to the project under consideration:
 - A. Proof that the contractor holds a contractor's license which authorizes the contractor to supervise work within the scope of the construction project.
 - B. Evidence that the applicant has financial resources to start up and follow through on projects and to respond to damages in case of default as shown by written verification of bonding capacity equal to or exceeding the amount of any project for which the contractor seeks prequalification. The written verification must be submitted by a licensed surety company rated excellent ("A-" or better) in the current A.M. Best Guide and qualified to do business within the state. In the absence of such written verification, the Board may require the applicant to submit any audited financial information necessary to evaluate an applicant's financial ability to perform the project and to respond to damages in the event of default.
 - C. Evidence of experience with construction techniques, trade standards, quality workmanship, project scheduling, cost control, management of projects, and building codes for similar or less cost or scope projects of similar size within the past five (5) years.
 - D. Evidence of satisfactory resolution of claims filed by or against the contractor asserted on projects of the same or similar size within the five (5) years preceding the submission of the application. Any claim against a contractor shall be deemed to have been satisfactorily resolved if final judgment is rendered in favor of the contractor or any final judgment rendered against the contractor is satisfied within ninety (90) days of the date the judgment becomes final.
 - E. Type of work for which the contractor is licensed.
- II. Procedures
 - A. The Board shall hold a public hearing to discuss the Board's intent to prequalify contractors and the proposed policies, procedures and rules.

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- B. The Board shall publish two (2) notices of the public hearing in a local newspaper having general circulation throughout the District and least thirty (30) days and again seven (7) days prior to the hearing. The notice shall contain at least the purpose, date, time, and place of the hearing.
- C. It is the policy and procedure of the Board to provide for open competition which shall not prevent the submission of a bid nor prohibit the consideration of a bid submitted by a prequalified contractor. Those standards which the Board applies when soliciting bids for goods and services generally shall be applied equally to the solicitation of bids from prequalified contractors.
- D. It is the policy of the Board to allow for prequalification of any responsible contractor who, through its submittal to the Board, meets the uniform criteria established by the State Requirements for Educational Facilities and incorporated in section I. of this policy whether such contractor is a resident or nonresident of the geographical area served by the Board.
- E. It is the policy of the Board to allow those contractors seeking prequalification to submit all required company financial information separate and apart from the other required submittals, as specifically outlined in the Prequalification Submittals section of the Request for Qualifications, in order to endeavor to protect privileged company information from public disclosure.
- F. The Board shall appoint a Contractor Prequalification Review Committee to review and evaluate the submissions and to make recommendations to the Board as to which contractors should be prequalified to bid for type of project, dollar volume and limits allowed within the scope of the prequalification.
- G. These prequalification procedures shall not supersede any small business, woman-owned, or minority-owned business enterprise preference program adopted by the Board.
- H. Notwithstanding anything contained herein, the Board may reject any proposals which, in the Board's sole opinion, contain inaccurate information. In addition, the Board shall have the sole discretion to declare a contractor delinquent and to suspend or revoke a prequalification certificate.

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- I. The Board shall receive and either approve or reject each application for prequalification within sixty (60) days after receipt by the Board's administrator. Approval shall be based on the criteria and procedures established in this policy.
- III. Application - Each contractor, firm, or person requesting prequalification shall submit separate applications that include the following:
 - A. Detailed information on Board prescribed forms setting forth the applicant's competence, past performance, experience, financial resources, and capability, including a Public Entity Crimes Statement, and references.
 - B. Audited financial information current within the past twelve (12) months, such as a balance sheet and statement of operations, and bonding capacity. The requirement for financial information may be satisfied by the contractor providing written verification of the contractor's bonding capacity.
 - C. General information about the contractor company, its principals, and its history, including state and date of incorporation.
 - D. Every contractor and subcontractor desiring to enter into a contract with the school district shall register with and use the E-Verify system to verify the work authorization status of all newly hired employees. Contractors entering into contracts with a subcontractor, must have an affidavit from the subcontractor stating the subcontractor does not employ, contract with, or subcontract with an unauthorized alien.
 - a) Contractor must provide evidence of compliance with Florida Statute Section 448.095. Evidence may consist of, but is not limited to, providing notice of Contractor's E-Verify number.
 - b) Contractors entering into contracts with a subcontractor, must have an affidavit from the subcontractor stating the subcontractor does not employ, contract with, or subcontract with an unauthorized alien.
 - c) Contractor shall provide a copy of sub-contractor affidavit to the School Board upon receipt and shall maintain a copy for the duration of the Agreement.
 - d) Failure to comply with this provision is a material breach of an Agreement, and School Board may choose to terminate the Agreement at its sole discretion. Contractor may be liable for all costs associated with School Board securing the same services, inclusive, but not limited to, higher costs for the same services and rebidding costs (if necessary).

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- E. Contractor trade categories and information regarding the state and local license and license numbers held by the applicant.
 - F. A list of projects completed within the past five (5) years, including dates, clients, approximate dollar value, and size.
 - G. Certificates of insurance confirming current workers' compensation, public liability and property damage insurance as required by law.
 - H. A list of all pending litigation and all litigation within the past five (5) years, including an explanation of each. Litigation initiated by the contractor to protect the contractor's legal rights shall not be used as a basis for rejecting prequalification.
 - I. The completed application and financial information shall be attested to and signed by an authorized officer of the company, the owner, or sole proprietor, as appropriate. The signature shall be notarized.
 - J. Exception: When two (2) or more prequalified contractors wish to combine their assets for a specific project, they may do so by filing an affidavit of joint venture. Such affidavit shall be valid only for that specific project.
- IV. Issuance of Certificate - The Board shall issue to all prequalified contractors a certificate valid for one (1) year or for the specific project. That certificate shall include the following:
- A. A statement indicating that the contractor may bid for projects during the time period specified.
 - B. A statement establishing the type of work the contractor will be permitted to provide.
 - C. A statement establishing the total dollar value of work the contractor will be permitted to have under contract with the Board at any one time as determined by the contractor's bonding capacity or ten (10) times the net quick assets.
 - D. A statement establishing the maximum dollar value of each individual project the contractor will be permitted to have under contract with the Board at any one time. The maximum value of each project may be up to twice the value of the largest project previously completed, but shall not

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exceed the contractor's bonding capacity or ten (10) times the net quick assets.

- E. The expiration date of the certificate.
- V. Renewal of Certificate - Certificates not for a specific project shall be renewed annually.
 - A. Financial statements or written verification of bonding capacity on file with the Board shall be updated annually. Failure to submit a new statement or verification of bonding capacity, after at least thirty (30) days written notice by the Board, shall automatically revoke a prequalification certificate.
 - B. Prequalified contractors may request a revision of their prequalifications status at any time they believe the dollar volume of work under contract or the size or complexity of the projects should be increased if experience, staff size, staff qualifications, and other pertinent data justify the action.
- VI. Delinquency - The decision to declare a contractor delinquent may only be made by the Superintendent and must be ratified by the Board at its next regular meeting following the decision by the Superintendent. Should the contractor be determined to be delinquent, after notice and an opportunity for a fair hearing, the Board shall notify the contractor and his surety, in writing, that the contractor is disqualified from bidding work with the Board as long as the delinquent status exists. A delinquent condition may be determined to be in effect when one (1) or more of the following conditions occur without justifiable cause:
 - A. A substantial or repeated failure to comply with contract documents after written notice of such noncompliance.
 - B. A substantial or repeated failure to provide supervision and coordination of subcontractor's work after written notice of such failure.
 - C. Substantial deviation from project time schedules after written notice of noncompliance.
 - D. Substantial or repeated failure to pay subcontractors after the Board has paid the contractor for the work performed by the subcontractors and in accordance with approved requisitions for payment.
 - E. Substantial or repeated failure to provide the quality of workmanship compatible with the trades standards for the community after written notice of such failure.

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- F. Substantial or repeated failure to comply with the warranty requirements of previous contracts after written notice of such failure.
 - G. Failure to maintain the required insurance coverage after written notice of such failure.
- VII. Suspension or Revocation - The Board may, for good cause, suspend a contractor for a specified period of time or revoke the prequalification certificate. Causes for suspension or revocation shall include, but not be limited to, one or more of the following:
- A. Inaccurate or misleading statements included in the application.
 - B. Declared in default by the Board.
 - C. Adjudged to be bankrupt.
 - D. Performance, in connection with contract work, becomes unsatisfactory to the Board, based on the Board asserting and recovering liquidated damages in an action against the contractor.
 - E. Payment record, in connection with contract work, becomes unsatisfactory to the Board, based on the contractor's failure to comply with the Construction Prompt Pay Act (Section 715.12, F.S.).
 - F. Becomes delinquent on a construction project pursuant to section VI. above.
 - G. Contractor's license becomes suspended or is revoked.
 - H. No longer meets the uniform prequalification criteria established in this policy.
- VIII. Appeal - A contractor whose application has been rejected or whose certificate has been suspended or revoked by the Board shall be given the benefit of reconsideration and appeal as follows:
- A. The aggrieved contractor may, within ten (10) days after receiving notification of such action, request reconsideration in writing. The contractor may submit additional information at the time of appeal.
 - B. The Board shall act upon the contractor's request within thirty (30) calendar days after the filing and shall notify the contractor of its action to

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adhere to, modify, or reverse its original action. The Board may require additional information to justify the reconsideration.

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED:

288.061, 448.095, 1001.43, 1013.46, F.S.

STATE BOARD OF EDUCATION RULE(S):

6A-2.0010

HISTORY:

ADOPTED: _____
REVISION DATE(S): _____
FORMERLY:

Suwannee County School District
2020–2021 Uniform Statewide Assessment Calendar

According to Section 1008.22(7)(c), Florida Statutes (F.S.), and State Board of Education Rule 6A-1.094224, Florida Administrative Code (F.A.C.), each school district must complete this uniform calendar with district-required assessment information, publish the calendar to the district website, and provide it to the Department by October 1 of each school year, beginning in 2016–17. Districts must provide completed calendars to schools and include the calendar in their parent guides. In addition, each school must publish the completed calendar on its website.

The statewide assessment information in sections 3 and 4 should not be altered; however, districts may otherwise modify and populate this template to accurately indicate their assessment schedules for the school year.

1. Glossary of Assessment Terms

The following glossary includes definitions of assessment terms and explanations of acronyms used throughout this template. Districts may add rows as needed for additional glossary terms that are specific to district-required assessments. Do not modify any other information in this section.

Acronym/Term	Definition
ACCESS for ELLs	Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Language Learners (ELLs)
Accommodation	Per Rule 6A-1.0943, F.A.C., “Accommodations are defined as adjustments to the presentation of the statewide standardized assessment questions, methods of recording examinee responses to the questions, scheduling for the administration of a statewide standardized assessment to include amount of time for administration, settings for administration of a statewide standardized assessment, and the use of assistive technology or devices to facilitate the student’s participation in a statewide standardized assessment.”
CBT	Computer-Based Test
Diagnostic	Assessments that measure students’ understanding of a subject area or skills base, which allow teachers and educators to evaluate student learning, focusing on strengths and areas of need
District Window	The selected dates within the statewide window during which a district will administer a given assessment
District-Required Assessments	Assessments required by the school district for students in a specific grade or course
ELA	English Language Arts
EOC	End-of-Course
Evaluative	Assessments that measure student proficiency at selected intervals in order to compare change over time and to compare state-level results
FAIR	Florida Assessments for Instruction in Reading
FLKRS	Florida Kindergarten Readiness Screener
Formative	Formative assessments are the formal and informal ways that teachers and students gather and respond to evidence of student learning. Formative assessments are part of teaching in the classroom. Formative assessments will not result in a score that will appear on a student’s report card, but they serve the greater purpose of informing both students and teachers on what changes need to happen in classroom instruction to better serve the needs of individual students.
FSA	Florida Standards Assessments
FSAA	Florida Standards Alternate Assessment
Interim	Interim assessments are administered on a smaller scale (i.e., school or district) with results that can be used at the classroom level or aggregated at the school- or district-level. Depending on the design, interim assessments can be used to predict a student’s ability to succeed on a summative assessment, to evaluate a program, or to diagnose student learning gaps.



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Acronym/Term	Definition
NAEP	National Assessment of Educational Progress
NGSSS	Next Generation Sunshine State Standards
PBT	Paper-Based Test
Progress Monitoring	Process used to determine whether a student's academic performance is improving, at what rate it is improving, and how effective instruction has been
PSAT/NMSQT	Preliminary SAT/National Merit Scholarship Qualifying Test
Summative	Assessments that evaluate student mastery of Florida's academic standards at or near the conclusion of the course of instruction
Statewide, Standardized Assessments	All assessments required by s. 1008.22, F.S.
Statewide Window	The range of dates during which districts and/or schools may choose to administer a given assessment
Testing Time	The amount of time individual students are each given to respond to test items on each test
VAM	A Value-Added Model (VAM) is used by some school districts as part of their educator evaluation system. It is also used in the approval process for teacher preparation programs, as part of the criteria for teachers to qualify for a financial award under the Florida Best and Brightest Teacher Scholarship program and as part of the criteria to extend an educator's temporary teaching certificate.
VPK	Florida's Voluntary Prekindergarten Education Program

2. Test, Type, and Purpose/Use

Add rows as needed to define district-required tests, test type, and their purpose/use in your district. If additional types are added, define applicable types in the glossary. Do not modify any other information in this section.

Test	Type	Purpose/Required Use	Statutory Authority/Required Use Citation
ACCESS for ELLs 2.0	Diagnostic	Measure English language acquisition of ELLs	s. 1003.56, F.S.
Alternate ACCESS for ELLs	Diagnostic	Measure English language acquisition of ELLs with significant cognitive disabilities	Rule 6A-6.0902, F.A.C. Rule 6A-6.09021, F.A.C. Rule 6A-6.0903, F.A.C.
FAIR	Diagnostic/Progress Monitoring	Provides general estimates of students' reading ability/monitors students' progress toward meeting grade-level skills in reading	s. 1008.25(4), F.S.
FLKRS	Diagnostic/Progress Monitoring	Determine readiness for kindergarten; used to calculate VPK Provider Kindergarten Readiness Rates	s. 1002.69, F.S. Rule 6M-8.601, F.A.C.
FSA	Summative	Purpose: Measure student achievement of Florida's academic standards (Florida Standards, Next Generation Sunshine State Standards) Required uses: third grade retention; high school standard diploma; EOC assessments as 30% of course grade; school grades; school improvement rating; district grades; differentiated accountability; VAM; scholar designation; Credit Acceleration	s. 1002.38, F.S. s. 1003.4156, F.S. s. 1003.4282, F.S. s. 1004.04, F.S. s. 1004.85, F.S.
FSAA	Summative		
NGSSS EOC	Summative		
Statewide Science Assessment	Summative		



Suwannee County School District
2020–2021 Uniform Statewide Assessment Calendar

Test	Type	Purpose/Required Use	Statutory Authority/Required Use Citation
		Program; school improvement plans; school, district, state, and federal reporting	s. 1008.22, F.S. s. 1008.25, F.S. s. 1008.33, F.S. s. 1008.34, F.S. s. 1008.341, F.S. s. 1012.34, F.S. s. 1012.56, F.S. s. 1012.731, F.S. Rule 6A-1.09422, F.A.C. Rule 6A-1.094221, F.A.C. Rule 6A-1.094222, F.A.C. Rule 6A-1.0943, F.A.C. Rule 6A-1.09432, F.A.C. Rule 6A-1.09981, F.A.C. Rule 6A-1.099811, F.A.C. Rule 6A-1.099822, F.A.C. Rule 6A-5.0411, F.A.C.
NAEP	Evaluative	Measure student performance for comparison among state and national populations over time	s. 1008.22, F.S.
PreACT	Summative	Inform course placement	s. 1007.35, F.S.
PSAT/NMSQT	Summative	Inform course placement	s. 1007.35, F.S.

3. Required Statewide Assessments

The following assessments are required for students as indicated in the Students to Be Tested column.

Populate the **District Window** column for each assessment in the table below. Do not modify any other information in this section. When calculating total test time in Section 6, do not include times for assessments indicated by grey rows, which indicate duplicate assessment windows (e.g., EOCs), assessments that take the place of another assessment, or assessments that do not have a specified testing time.

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
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Suwannee County School District
2020–2021 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FLKRS	Kindergarten	July 13–October 16, 2020	August 10–September 18, 2020	CBT ¹	15–20 minutes	Immediately following test completion
FSAA—Datafolio ⁴	Grades 3–10 ELA (Reading & Writing); Grades 3–8 Mathematics; Grades 5 & 8 Science; and Algebra 1, Biology 1, Civics, Geometry, & U.S. History EOCs	Collection Period 1: September–October 2020	N/A	PBT	Varies/Untimed	June 2021
FSA Algebra 1 and Geometry EOC assessments	Students enrolled in associated courses	September 14–October 2, 2020	September 14–October 2 (or Oct.23 per FLDOE), 2020	CBT ¹	180 minutes ²	October 2020
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	September 14–October 2, 2020	September 14–October 2 (or Oct.23 per FLDOE), 2020	CBT ¹	160 minutes ³	October 2020
FSAA—Datafolio ⁴	Grades 3–10 ELA (Reading & Writing); Grades 3–8 Mathematics; Grades 5 & 8 Science; and Algebra 1, Biology 1, Civics, Geometry, & U.S. History EOCs	Collection Period 2: November–December 2020	N/A	PBT	Varies/Untimed	June 2021
FSA Algebra 1 and Geometry EOC assessments	Students enrolled in associated courses	November 30–December 18, 2020	November 20–December 18, 2020	CBT ¹	180 minutes ²	January 2021
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	November 30–December 18, 2020	November 20–December 18, 2020	CBT ¹	160 minutes ³	January 2021

Suwannee County School District
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Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FSAA—Datafolio ⁴	Grades 3–10 ELA (Reading & Writing); Grades 3–8 Mathematics; Grades 5 & 8 Science; and Algebra 1, Biology 1, Civics, Geometry, & U.S. History EOCs	Collection Period 3: March–April 2021	N/A	PBT	Varies/Untimed	June 2021
FSAA—Performance Task ⁵	Grades 3–8 ELA & Mathematics; Grades 4–8 Writing; Grades 5 & 8 Science; and Civics EOC	March 1–April 16, 2021	March 1–April 16, 2021	PBT	Varies/Untimed	June 2021
FSAA—Performance Task ⁵	Grades 9 & 10 ELA; Grades 9 & 10 Writing; and Algebra 1, Biology 1, Geometry, and U.S. History EOCs	March 15–April 30, 2021	March 1–April 16, 2021	PBT	Varies/Untimed	June 2021
FSA ELA – Reading	Grade 3	April 5–16, 2021	April 5–16, 2021	PBT	160 minutes	May 2021
FSA ELA – Writing	Grades 4–6	April 5–16, 2021	April 5–16, 2021	PBT	120 minutes	June 2021
FSA ELA – Writing	Grades 7–10	April 5–16, 2021	April 5–16, 2021	CBT ¹	120 minutes	June 2021
FSA ELA – Reading	Grades 4–6	May 3–14, 2021	May 3–14, 2021	PBT	Grades 4–5 Reading: 160 minutes Grade 6 Reading: 170 minutes	June 2021
FSA Mathematics	Grades 3–6	May 3–14, 2021	May 3–14, 2021	PBT	Grades 3–5 Mathematics: 160 minutes Grade 6 Mathematics: 180 minutes	June 2021
FSA ELA – Reading	Grades 7–10	May 3–28, 2021	May 3–28, 2021	CBT ¹	Grades 7–8 Reading: 170 minutes Grades 9–10 Reading: 180 minutes	June 2021



Suwannee County School District
2020–2021 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FSA Mathematics	Grades 7 and 8	May 3–28, 2021	May 3–28, 2021	CBT ¹	180 minutes	June 2021
FSA Algebra 1 and Geometry EOC assessments	Students enrolled in associated courses	May 3–28, 2021	May 3–28, 2021	CBT ¹	180 minutes ²	June 2021
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	May 3–28, 2021	May 3–28, 2021	CBT ¹	160 minutes ³	June 2021
NGSSS Statewide Science Assessment	Grades 5 and 8	May 10–21, 2021	May 10–21, 2021	PBT	160 minutes	June 2021
FSA Algebra 1 and Geometry EOC assessments	Students enrolled in associated courses	July 12–23, 2021	July 12–23, 2021	CBT ¹	180 minutes ²	August 2021
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	July 12–23, 2021	July 12–23, 2021	CBT ¹	160 minutes ³	August 2021

¹ Paper-based accommodations (e.g., regular print, large print, braille, one-item-per-page) for computer-based tests are available to eligible students if indicated as an accommodation on an IEP or Section 504 plan.

² Any student taking an FSA EOC assessment who has not completed a session by the end of the allotted time may continue working up to half the length of a typical school day.

³ Any student taking an NGSSS EOC assessment who has not completed the session by the end of the allotted time may continue working; however, testing must be completed within the same school day.

⁴ The FSAA—Datafolio is designed for students with significant cognitive disabilities for whom participation in the general statewide assessment or the FSAA—Performance Task is inappropriate, even with accommodations.

⁵ The FSAA—Performance Task is designed for students with significant cognitive disabilities for whom participation in the general statewide assessment is inappropriate, even with accommodations.

4. Statewide Assessments for SELECT Students

The following assessments are only intended for selected students/students in certain sub-groups. Populate the **District Window** column for the assessments in the table below. If an assessment is not being administered in your district, indicate “N/A” in the District Window column. Do not modify any other information in this section.

Because the tests included in this section are not administered to all students or, in some cases, are optional for students, the testing time for these tests should not be included in the total testing time calculated in Section 6.

Assessment	Applicable Students ⁴	Statewide Window	District Window	Mode	Testing Time	Results Expected
FAIR	Grades 3–12	Assessment Period (AP) 1: July 31–November 6, 2020	N/A	CBT ¹	45 minutes	1 week after



Suwannee County School District
2020–2021 Uniform Statewide Assessment Calendar

Assessment	Applicable Students ⁴	Statewide Window	District Window	Mode	Testing Time	Results Expected
PreACT	Grade 10	September–December 2020	N/A	PBT	150 minutes	Approximately 2 weeks after testing
ELA Grade 10 Retake – Writing		September 14–October 2, 2020	September 14–October 2, 2020	CBT ¹	120 minutes ²	December 2020
ELA Grade 10 Retake – Reading		September 14–October 2, 2020	September 14–October 2, 2020	CBT ¹	180 minutes ²	December 2020
FSAA—Performance Task ⁶ Grade 10 ELA and Algebra 1 EOC Makeup		September 28–October 16, 2020	September 28–October 16, 2020	PBT	Varies/Untimed	December 2020
PSAT/NMSQT	Grade 10	October 14, 2020	October 14, 2020	PBT	165 minutes	January 2021
FAIR	Grades 3–12	AP 2: November 9, 2020–February 12, 2021	N/A	CBT ¹	45 minutes	1 week after
ACCESS for ELLs	Grades K–12 currently classified as ELL with “LY” code	January 25–March 19, 2021	January 25–March 19, 2021	PBT	Kindergarten: 45 minutes Grades 1–12: 105–245 minutes (varies by grade-level/tier)	June 2021
Alternate ACCESS for ELLs	Grades 1–12 with significant cognitive disabilities and currently classified as ELL with “LY” code	January 25–March 19, 2021	January 25–March 19, 2021	PBT	80 minutes	June 2021
NAEP	Grades 4 and 8	January–March 2021	Have not been identified at this time to participate in this assessment.	CBT	90–120 minutes	Fall 2021 (<i>National, State, and Trial Urban District Assessment results</i>): Mathematics and Reading, Grades 4 and 8 Spring 2022 (<i>National results</i>): Grade 8 Civics and U.S. History

Suwannee County School District
2020–2021 Uniform Statewide Assessment Calendar

Assessment	Applicable Students ⁴	Statewide Window	District Window	Mode	Testing Time	Results Expected
FAIR	Grades 3–12	AP 3: February 15–June 11, 2021	N/A	CBT ¹	45 minutes	1 week after
ELA Grade 10 Retake – Writing		February 22–March 12, 2021	February 22–March 12, 2021	CBT ¹	120 minutes ²	May 2021
ELA Grade 10 Retake – Reading		February 22–March 12, 2021	February 22–March 12, 2021	CBT ¹	180 minutes ²	May 2021
FSA Algebra 1 Retake EOC ⁵		February 22–March 12, 2021	February 22–March 12, 2021	CBT ¹	180 minutes ²	May 2021

¹ Paper-based accommodations (e.g., regular print, large print, braille, one-item-per-page) for computer-based tests are available to eligible students if indicated as an accommodation on an IEP or Section 504 plan.

² Any student taking an FSA ELA Retake or EOC assessment who has not completed a session by the end of the allotted time may continue working up to half the length of a typical school day.

³ Any student taking an NGSSS EOC assessment who has not completed the session by the end of the allotted time may continue working; however, testing must be completed within the same school day.

⁴ If indicated, “applicable students” relates to the sub-group(s) of students who *may* take that assessment; it does not indicate that all students throughout the state in that sub-group will take that assessment.

Assessments for which no applicable student group is listed are available to students as needed but are not limited to any specific sub-group.

⁵ The FSA Algebra 1 EOC Assessment is only offered as a separate Retake assessment during the Spring administration; students retaking the FSA Algebra 1 EOC in Fall, Winter, or Summer participate in the regular EOC administration.

⁶ The FSAA—Performance Task is designed for students with significant cognitive disabilities for whom participation in the general statewide assessment is inappropriate, even with accommodations.

5. District-Required Assessment Information

Complete the table below with assessments that are required for all schools in your district.

Assessment	Students to Be Tested	District Window	Mode	Testing Time	Results Expected
I-Ready ELA and Math Diagnostic	Kindergarten, Grade 1, Grade 2, Grade 3	August 17–September 11, November 30–January 8, April 12–May 21	CBT	120 minutes each; total 360 minutes	Immediate after completion
I-Ready ELA and Math Diagnostic	Grade 4–8 (ELA) Grades 4–7 (MA)	August 17–September 11, November 30–January 8, March 8–April 1	CBT	120 minutes each; total 360 minutes	Immediate after completion
Writing, Write Score and In-House	Kindergarten, Grade 1, Grade 2, Grade 3	November 16–20, March 1–5	Paper CBT if needed	60 minutes each; total 120 minutes	2–4 weeks

Suwannee County School District
2020–2021 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	District Window	Mode	Testing Time	Results Expected
Write Score	Grades 4-6	September 14-18, November 16-20, February 1-5	Paper CBT if needed	120 minutes each; total 360 minutes	2-4 weeks
Write Score	Grades 7-10	September 14-18, November 16-20, February 1-5	CBT	120 minutes each; total 360 minutes	2-4 weeks
Science Diagnostic	Grade 5, Grade 8	August 17-September 4. January 11-29	CBT	50 minutes; total 100 minutes	Immediate after completion
STAR Reading (ELA)	Grades 9-10	August 17-September 4. January 11-29	CBT	20 minutes each; total 40 minutes	Immediate after completion
STAR Math	Students enrolled in Algebra One (grade 8) and Geometry (grade 9)	August 17-September 4. January 11-29	CBT	20 minutes each; total 40 minutes	Immediate after completion
USH Diagnostic	Students enrolled in USH (grade 11)	August 17-September 4. January 11-29	CBT	50 minutes; total 100 minutes	Immediate after completion
Biology Diagnostic	Students enrolled in Biology (grade 10)	August 17-September 4. January 11-29	CBT	50 minutes; total 100 minutes	Immediate after completion
Civics Diagnostic	Grade 7	August 17-September 4. January 11-29	CBT	50 minutes; total 100 minutes	Immediate after completion
PSAT 8/9	Grade 8, Grade 9	October 14	Paper	165 minutes	January 2021

Suwannee County School District
2020–2021 Uniform Statewide Assessment Calendar

6. Estimates of Total Testing Time by Grade Level

Estimates of average time for administering state-required and district-required assessments (listed in Sections 3 and 5 above) by grade level. Subject-based assessments should be included with the grade level to which they are most likely to be administered (e.g., Biology 1 with grade 9).

Grade Level	Statewide Assessments	District Assessments	Approximate Total Testing Time (In Minutes)
K	15–20	480	500
1	0	480	480
2	0	480	480
3	320	480	800
4	440	720	1160
5	600	820	1440
6	470	720	1190
7	630	820	1450
8	630	845	1475
9	640	605	1245
10	480	540	1020
11	160	100	260
12	0	0	0

2020-2021 NEFEC Professional Learning Catalog Approval (Previously known Master Inservice Plan)

Additions and Revisions

The following changes and additions will be adopted and included in the 2020-2021 plan:

Revision to PLC Sections:

- **Section 1:** Renewing Teaching Certificates, added language: Inservice point requirements for SWD and Reading, Rule: 6A-4.0051 Renewal and Reinstatement of a Professional Certificate.
- **Section 5:** Special Programs

NEFEC Regional Principal Leadership Academy (PLA) (page 5-30)

Revised From:

Title of Course	Component	Component #	Hours
ESOL for Administrators	ESOL for Administrators	1-705-028	60
Data Analysis for Instructional Leaders	Administrators as Managers	7-507-003	22
Introduction to Florida Principal Leadership Standards	Administrators as Managers	7-507-003	3
Principal Inquiry	Administrators as Managers	7-507-003	3
Ethical Leadership	Administrators as Managers	7-507-003	6
Regional PLA Required Assignments	Administrators as Managers	7-507-003	86

To:

Title of Course	Component	Component #	Hours
Principal Inquiry Project	Action Research	7-507-005	60
Fundamentals of School Data	Data Analysis	4-401-002	30
Intro to FPLS	School Principal	7-513-001	3
Intro to Principal Inquiry	Action Research	7-507-005	3
Regional PLA Required Assignments	School Principal	7-513-001	54
District Mentor Interaction Requirement	School Principal	7-513-001	30 - 45

BEESS PDA Portal (page 5-30)

Professional Development Alternatives

Added the following courses that do not provide inservice points.

- *Excellence in School Nursing*
- *Paraprofessionals Supporting Students with Disabilities*
- *Secondary Biology Content Review*
- **Section 6:** Add-on Endorsement Programs
2020-2025 Renewal Programs: Autism Spectrum Disorder, Gifted, Reading

PLC Components:

- Revision of General Education component number change:

Component Number Change:	From:	To:
State Instructional Materials Committee	#1-501-001	#8-514-001

- Addition of General Education components:
 - ***Authentic Learning #2-408-005***
 - ***Instructional Materials Evaluation #8-514-002***
- Addition of Special Education components:
 - ***Increasing Outcomes for All Pre-K Children in Exceptional Student Education Programs (PDA) #2-100-028***
 - ***Behavior Management for Exceptional Students #5-101-004***

Addition of New Components
2020-2021 NEFEC Professional Learning Catalog
(Previously known Master Inservice Plan)

Authentic Learning #2-408-005 ----- Page 1

Instructional Materials Evaluation #8-514-002 -----Page 5

Increasing Outcomes for All Pre-K Children in Exceptional Student Education Programs (PDA) #2-100-028----- Page 8

Behavior Management for Exceptional Students #5-101-004---- Page 13

AUTHENTIC LEARNING

Component Number: 2-408-005

Function: 2 – Instructional Methodology/Faculty Development

Focus Area: 408 – Instructional Strategies

Local Sequence Number: 005

Points to Be Earned: Minimum 5 (face-to-face and implementation)/Maximum 120

DESCRIPTION:

At the completion of this professional learning, participants will have had the opportunity to create for their own classroom: a performance task with associated products, identification of critical learning traits for assessment, a teaching and learning framework for authentic learning. This performance task will incorporate student-centered learning connections with each participant making decisions throughout the process related to student choice based upon learning goals and skills.

LINKS TO PRIORITY INITIATIVES

- ☒ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous Improvement practices
- ☒ Digital Learning/Technology Infusion
- ☒ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☒ Instructional leadership (as per FPLS standards)
- ☒ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice: Strategies
- ☒ 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, 1.1.2, 1.1.3	<input checked="" type="checkbox"/> 2.1.1, 2.1.2, 2.1.3	<input checked="" type="checkbox"/> 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.8
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6	<input checked="" type="checkbox"/> 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6	<input checked="" type="checkbox"/> 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.8, 3.2.9
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.2, 1.3.3	<input checked="" type="checkbox"/> 2.3.1, 2.3.2, 2.3.3	<input checked="" type="checkbox"/> 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.1, 1.4.2, 1.4.3, 1.4.4	<input checked="" type="checkbox"/> 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5	<input checked="" type="checkbox"/> 3.4.1, 3.4.2, 3.4.3, 3.4.5

IMPACT AREA(S):

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

SPECIFIC LEARNER OUTCOMES:

Educators will:

1. Explain the value of Authentic Learning in teaching and learning.
2. Discuss the attributes of authentic learning tasks for use in remote, blended, and face-to-face classrooms.
3. Use technology to gather, organize, analyze, and display data from a variety of sources.
4. Discuss how authentic learning promote student engagement.
5. Describe the GRASP (Goal, Role, Audience, Situation and Product) model and how it structures the authentic learning performance task.
6. Analyze performance task examples for essential content and skills.
7. Identify essential content and skills to create an authentic learning performance task.
8. Identify authentic problems and significant questions for investigation.
9. Describe how to plan and manage activities to develop a solution or a complete a project for an authentic learning task.
10. Create an authentic learning performance task that follows the GRASP (Goal, Role, Audience, Situation and Product) model that offers student choice and student-centered learning.
11. Develop research resources and reflection questions within the framework for teaching and learning through the authentic performance task.
12. Identify how students can demonstrate their understanding of content and skills through real-world products.
13. Explain the purpose of using rubrics during authentic learning performance tasks.
14. Compare and contrast the role of the teacher and the students during authentic learning.
15. Describe teaching strategies that support student choice and individual learning styles during authentic learning
16. Identify instructional strategies that will guide students during the problem-solving process to a potential solution.

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.

Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Educators will:

- Participate in discussions based on instructor's presentation
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Research case studies
- Create collaborative learning activities
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

- Face-to-face delivery
- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Educators will complete follow-up implementation activity designed as an application of course objectives, i.e.:

- Apply newly acquired knowledge and skills as job-embedded activities
- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
- Participate in face-to-face and/or online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive)

Implementation Support: Participants will review practices related to professional learning content for use in job-related responsibilities. Collaborative planning and structured on-site support will enable participants to receive continuous feedback regarding implementation efforts. In addition, school administrators will provide support and opportunities for practice and feedback to monitor implementation of learning. Participants will complete elements of their individual implementation agreements.

Monitoring Procedures: Structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress is shared with district personnel.

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, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities

Evaluation Methods for Students Code: D-Observation of Student Performance, F-Other Performance Assessment

WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

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.

Through school and district instituted support of data reflection, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, teacher support colleagues, academic coaches, and educators.

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.

Developed by
NEFEC Summer 2020

INSTRUCTIONAL MATERIALS EVALUATION

Component Number: 8-514-002

Function: 8 –

Focus Area: 514 –

Local Sequence Number: 002

Points to Be Earned: Minimum 5 (face-to-face and implementation)/Maximum 60

DESCRIPTION:

To improve the selection of high-quality instructional materials to be adopted during the FLDOE Instructional Materials Adoption Cycle, educators and other stakeholders will receive professional learning on the evaluation procedures and process.

LINKS TO PRIORITY INITIATIVES

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Digital Learning/Technology Infusion
- ☒ Instructional design and lesson planning
- ☒ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice: Click here to enter text.
- ☒ Multi-tiered System of Supports (MTSS)
- ☒ Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2.1.3	<input checked="" type="checkbox"/> 3.1.1, 3.1.4, 3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.5	<input checked="" type="checkbox"/> 2.2.1, 2.2.5, 2.2.6	<input checked="" type="checkbox"/> 3.2.1, 3.2.2, 3.2.5, 3.2.6, 3.2.8
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.2, 1.3.3	<input checked="" type="checkbox"/> 2.3.1, 2.3.2, 2.3.3	<input checked="" type="checkbox"/> 3.3.1, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2	<input checked="" type="checkbox"/> 2.4.2	<input checked="" type="checkbox"/> 3.4.5, 3.4.6

IMPACT AREA(S):

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

SPECIFIC LEARNER OUTCOMES:

Educators will:

1. Develop a working knowledge of the instructional materials (IM) rubric indicators
2. Evaluate the instructional materials using the IM rubric criteria for:
 - a. content alignment to BEST Standards
 - b. teacher supports and pedagogy
 - c. design and usage
3. Rate the instructional materials, during evaluation, using the IM rubric indicators (criteria)

4. Compare and contrast instructional materials from the selection of publisher products being evaluated
5. Collaborate with team members to identify high-quality instructional materials best suited for district student population
6. Attain a group consensus on the final selection of high-quality instructional materials, and be prepared to defend the decision

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.

Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Educators will:

- Participate in discussions based on instructor's presentation
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

- Face-to-face delivery
- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Educators will complete follow-up implementation activity designed as an application of course objectives, i.e.:

- Participate in face-to-face and/or online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive)

Implementation Support: Participants will review practices related to professional learning content for use in job-related responsibilities. Collaborative planning and structured on-site support will enable participants to receive continuous feedback regarding implementation efforts. In addition, school administrators will provide support and opportunities for practice and feedback to monitor implementation of learning. Participants will complete elements of their individual implementation

agreements.

Monitoring Procedures: Structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress is shared with district personnel.

IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Code: D-Other changes in practice supporting effective implementation of job responsibilities

Evaluation Methods for Students Code: Z-Did Not Evaluate Student Outcomes

WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

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

Through school and district instituted support of data reflection, 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.

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 district administrators will review Instructional Materials Rubric Indicator Data Collection. Quality of professional development is also addressed by the following:

- Indicator descriptor entries, when relevant
- Quality of participation in the NEFEC Professional Learning Support, when appropriate

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

NEFEC, school-based, and/or district level stakeholders will examine data to determine the success of the PD.

Developed by
NEFEC Summer 2020

Increasing Outcomes for All Pre-K Children in Exceptional Student Education Programs (PDA)

Component Number: 2-100-028

Function: 2 –

Focus Area: 100 –

Local Sequence Number: 028

Points to Be Earned: 10

DESCRIPTION:

Participants are expected to complete segments of required reading included in each course unit, in addition to completing knowledge checks and reflection segments included in each unit. The participants will be provided with a variety of strategies and resources related to addressing needs of Pre-K children with delays and disabilities.

Upon completion of this course participants will demonstrate an awareness of the following:

- a. Using resources provided in the Florida Early Learning and Developmental Standards (FELDS) when developing activities and lessons
- b. Sections of Individual Education Program (IEP) and use of information related to children's present levels of performance and goals.
- c. Evidence-based practices for developing classroom and program environments that provide for a wide range of individual needs
- d. Processes related to measuring children's progress
- e. Levels of support (universal, individualized, intensive) for developing strategies to address the needs of young children

Content is organized around seven topics:

1. Overview of resources, supports, and evidence-based practices
2. Levels of support and strategies for prompting
3. Progress monitoring
4. Classroom essentials for evidence-based practices
5. Strategies for supporting social-emotional development
6. Strategies for supporting motor development
7. Strategies for supporting language and communication

These topics include 26 Specific Objectives to be demonstrated for successful completion of the course, and the following resources as references:

- Department of Early Childhood (DEC) of Council for Exceptional Children (CEC), *DEC Best Practices* <https://tats.ucf.edu/wp-content/uploads/sites/9/2018/12/Official-DEC-2014-Recommended-Practices.pdf>
- National Association for the Education of Young Children (NAEYC), *UDL from NAEYC* - <https://tats.ucf.edu/wp-content/uploads/sites/9/2018/08/ConnPowersBTJ.pdf>
- Florida Department of Education Office of Early Learning. (2017). *Florida early learning and*

developmental standards. Retrieved from <http://flbt5.floridaearlylearning.com/>

- TATS & FIN Talk about Universal Design for Learning. <https://tats.ucf.edu/wp-content/uploads/sites/9/2019/07/TATSFIN-V1-No.-1New-Logo.pdf>

LINKS TO PRIORITY INITIATIVES

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☒ Continuous Improvement practices
- ☒ Instructional design and lesson planning
- ☒ Learning environment
- ☒ Mastery of a specific instructional practice: Click here to enter text.
- ☒ Multi-tiered System of Supports (MTSS)
- ☒ Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1, 1.1.2, 1.1.3	<input checked="" type="checkbox"/> 2.1.2, 2.1.3	<input checked="" type="checkbox"/> 3.1.2, 3.1.3, 3.1.4, 3.1.8
Learning	<input checked="" type="checkbox"/> 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7	<input checked="" type="checkbox"/> 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6, 2.2.7	<input checked="" type="checkbox"/> 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.2, 1.3.3	<input checked="" type="checkbox"/> 2.3.1, 2.3.2, 2.3.3	<input checked="" type="checkbox"/> 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.1, 1.4.2, 1.4.3, 1.4.4	<input checked="" type="checkbox"/> 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5	<input checked="" type="checkbox"/> 3.4.1, 3.4.2, 3.4.3, 3.4.5

IMPACT AREA(S):

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

SPECIFIC OBJECTIVES:

Topic 1: Overview of Resources and Terminology

1. Recognize definitions, types, and uses of key terms (for example, progress monitoring, standards, curriculum, response to intervention, prompting).
2. Recognize and define the key sections of FELDS and IEP's (for example, domain, subdomain, goal, and objective).
3. Identify resources associated with the use of FELDS, developmental checklists and continuum and other guides to evidence-based practices.
4. Identify evidence-based practices for developing classroom environments that provide for a wide range of learning styles and individual needs.

Topic 2: Strategies for Levels of Supporting and Prompting Young Children

5. Identify examples of the use of the skill continuum sections of FELDS to assist in the development of lessons and activities to address individual needs of children.

6. Identify three levels of support (universal, individualized, intensive) from descriptions of classroom strategies.
7. Identify levels of prompts associated with facilitating independence for children.
8. Recognize the use of methods for reducing levels and frequency of prompts.

Topic 3: Progress Monitoring to Inform Instruction

9. Use examples of information in IEP goals to select methods of progress monitoring applicable for collecting data for specific purposes.
10. Identify methods for providing opportunities to apply skills across different contexts in order to observe and collect data related to skills being addressed.
11. Recognize strategies for individualizing instructional supports based on results of progress monitoring.

Topic 4: Review of Evidence-based Practices

12. Review information from Unit 2 related to Universal Design for Learning, individualized and targeted supports, and intensive interventions.
13. Review resources for implementation of supports, including the Teaching Pyramid Model, supports for environment, participation, social development, and communication.
14. Review suggestions for relating information from Florida Early Learning and Developmental Standards to information in children's Individual Education Plans in order to explore the developmental continuum and resources for skill development.

Topic 5: Developing Plans and Strategies to Address Social and Emotional Needs

15. Identify specific skills included in the developmental progression of FELDS Social and Emotional Domain in order to relate the information to children's individual needs.
16. Use information in children's IEP sections of Present Levels of Performance and Goals to address individual needs of for support in the social and emotional domain.
17. Identify opportunities to observe and collect data for progress monitoring related to social skills within a variety of early childhood settings.
18. Identify multi-tiered levels of instruction, supports, and accommodations instruction for assisting children in managing emotions.

Topic 6: Developing Plans and Strategies to Address Motor Development

19. Identify specific skills included in the developmental progression of FELDS Motor Domain in order to relate the information to children's individual needs for support.
20. Use information in children's IEP sections of Present Levels of Performance and Goals to address individual needs of for support in the motor domain.
21. Identify opportunities to observe and collect data for progress monitoring related to motor skills within a variety of early childhood settings.
22. Identify multi-tiered levels of instruction, supports, and accommodations instruction for assisting children in participating in motor activities.

Topic 7: Developing Plans and Strategies for Communication and Language Development

23. Identify specific skills included in the developmental progression of FIELDS Language and Literacy Domain (includes communication skills) in order to relate the information to children's individual needs for support.
24. Use information in children's IEP sections of Present Levels of Performance and Goals to address individual needs of for support in the communication domain.
25. Identify opportunities to observe and collect data for progress monitoring related to communication skills and language concepts within a variety of early childhood settings.
26. Identify multi-tiered levels of instruction, supports, and accommodations instruction for assisting children in development of communication skills.

LEARNING PROCEDURES (METHODS): C: Electronic, Non-Interactive

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Participants must complete a minimum of five "knowledge check" question/response documents. In addition, participants must complete a final 50-question knowledge check 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:

Following successful completion of the course participants must complete one of the follow-up activity options. The options include development of instructional plan, written reflection related to child development and application of course content and resources.

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

Participants will complete one or more of the following component activities:

Professional reading, reflection on classroom observation methods, development of instructional plan to address strategies, written responses to reflection prompts.

Verification of completion of the follow-up activity by the participants' supervisor is required 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

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.

Summer 2020

Departments: FDLRS, FCIM, NEFEC

FEAP: A.2, A.3, B.1

BEHAVIOR MANAGEMENT FOR EXCEPTIONAL STUDENTS

Component Number: 5-101-004

Function: 5 – Classroom Management

Focus Area: 101 – Classroom Management for student with disabilities

Local Sequence Number: 004

Points to Be Earned: Minimum 5 (face-to-face and implementation)/Maximum 120

DESCRIPTION:

To enable instructional personnel to develop, increase, and demonstrate knowledge and skills in behavior management techniques effective for use with students at-risk as well as with students with disabilities. Techniques will emphasize applications of theory, crisis intervention and prevention, legal considerations, and counseling skills.

LINKS TO PRIORITY INITIATIVES

- ☒ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous Improvement practices
- ☒ Instructional design and lesson planning
- ☒ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice: Click here to enter text.
- ☒ Multi-tiered System of Supports (MTSS)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Non-Classroom Instructional staff proficiencies supporting student success
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1, 1.1.2, 1.1.3	<input checked="" type="checkbox"/> 2.1.1, 2.1.2, 2.1.3	<input checked="" type="checkbox"/> 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.8
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6	<input checked="" type="checkbox"/> 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6	<input checked="" type="checkbox"/> 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.8, 3.2.9
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.2, 1.3.3	<input checked="" type="checkbox"/> 2.3.1, 2.3.2, 2.3.3	<input checked="" type="checkbox"/> 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.1, 1.4.2, 1.4.3, 1.4.4	<input checked="" type="checkbox"/> 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5	<input checked="" type="checkbox"/> 3.4.1, 3.4.2, 3.4.3, 3.4.5

IMPACT AREA(S):

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

SPECIFIC LEARNER OUTCOMES:

Educators will:

1. Describe and explain behavior modification in terms of respondent conditions and operant conditioning, including the role of reinforcers and relative merits of behavior techniques.
2. Compare and contrast the concepts of discipline and punishment in educational settings.
3. Identify environmental influences on behavior.
4. Demonstrate the surface behavior management approach, signal interference, hurdle, help, antiseptic bounding, and proximity control.
5. Compare and contrast verbal and nonverbal dynamics in relationships between students and teachers and between parents and teachers.
6. Demonstrate the techniques to use when intervening in an aggressive situation.
7. Describe factors that precipitate aggressive behaviors in children and youth with severe emotional disabilities.
8. Identify developmental social-affective skills for individuals and groups including effects of cultural diversity.
9. Apply interventions that promote age-appropriate social skills for individuals and groups.
10. Describe nonverbal communication, emphasis on positive gains rather than negative setbacks and cultural conditions.
11. Describe age appropriate rules and reinforcers in a classroom for children and youth at elementary and secondary levels.
12. Design, implement, and adjust behavioral interventions based on developmental age level and cultural diversity.
13. Discuss techniques for integrating efforts and services in multidisciplinary interventions.
14. Demonstrate team and consultative skills in working with mainstream teachers, parents, and related services personnel.
15. Write an appropriate IEP goal with objectives for addressing specific social-emotional and behavioral needs of children.
16. Explain the differences between functional and topographic definitions of behavior
17. Identify components and methods of observing and recording behavior in the full range of the service delivery continuum.
18. Identify the uses of technology in behavior management programs.
19. Demonstrate knowledge of proper methods used for increasing or reducing behaviors through positive reinforcers, response cost, time out, over-correction, providing consequences and secured seclusion, and of cultural considerations that may influence methods.
20. Describe the implementation of a token economy to be used with children and youth with disabilities in elementary and secondary classrooms.

21. Compare and contrast assisting children and youth in gaining control over their behavior and adult management of their behavior.
22. Explain behavioral chains and how they can help to weaken an undesirable behavior through response interruption techniques.
23. Describe strategies for generalizing and maintaining improved behavior.
24. Demonstrate the ability to develop, implement, evaluate, and modify a classroom behavior management system that leads to self-management in individual and group settings.
25. Design and describe the concepts of student self-monitoring and explain its uses in behavior control.
26. Identify and explain management skills and teaching techniques for improving student motivation and cooperation for elementary and secondary students.
27. Explain motivational concepts, which emphasize self-determining behavior versus fate, including attribution theory, learned helplessness, importance of balance between work and play, the pleasure that results from accomplishments and success, issues of power and its influences, and negative and positive cycle behavior.
28. Identify techniques that can be used to develop and enhance self-concept of children and youth with disabilities.
29. Discuss principles of individual and classroom management and demonstrate ability with techniques such as The Premack Principle, Glasser's Control Theory, behavioral contracts, and commercial behavior management programs, and assertive discipline.
30. Discuss basic counseling skills with children and youth with disabilities, such as Teacher Effectiveness Training, transactional analysis, and group counseling for students to brainstorm appropriate ways to solve problems.
31. Discuss the importance of consistency in behavior management at home, throughout the school system, and throughout the community.
32. Design, plan and implement behavior management plans appropriate for children and youth with disabilities throughout the full-service.
33. Demonstrate the ability to develop, implement, evaluate, and modify a management system cooperatively at home, throughout the school system, and throughout the community.
34. Demonstrate techniques for de-escalating behavior of children and youth who are acting out.
35. Describe skills of nonviolent systematic physical crisis management and discuss appropriate uses and precautions.
36. Demonstrate crisis counseling with children and youth.
37. Explain the laws governing the suspension and expulsion of children and youth with severe emotional disabilities.

38. Demonstrate knowledge of assessment instruments and techniques, appropriate in identifying and meeting the affective and behavior needs of children and youth with emotional disabilities and ability to communicate results with parents.
39. Discuss the basic methods and assumptions of cognitive behavior modification.
40. Describe how to implement a hierarchy of interventions along a continuum of least to most restrictive.
41. Develop a behavior classroom management plan that will address the specific academic and behavioral needs of children and youth with emotional disabilities.
42. Demonstrate the ability to design, implement, operate, evaluate, and adjust a point system and levels system, and integrate these into an effective behavior management plan.
43. Demonstrate the ability to utilize de-escalation techniques as well as restrictive and non-restrictive interventions.

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.

Learning Methods Code: A-Knowledge Acquisition, B-Electronic Interactive, C-Electronic Non-Interactive, D-Learning Community, H-Implementation of High Effect Practices, I-Job Embedded Training, J-Deliberate Practice

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Educators will:

- Participate in discussions based on instructor's presentation
- Discuss and apply research-based practices
- Engage in research for web-based resources
- Research case studies
- Create collaborative learning activities
- Utilize collaborative practices within various contexts
- Engage in activities that use interactive technology

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

- Face-to-face delivery
- Collaborative practice in learning communities
- Online coursework, when available
- Blended content delivery, as appropriate
- Online support for instructional practice and critical reflection, as appropriate

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Educators will complete follow-up implementation activity designed as an application of course objectives, i.e.:

- Apply newly acquired knowledge and skills as job-embedded activities

- Design and deliver lesson applying newly acquired professional knowledge, skills, and behaviors to improve practice
- Participate in face-to-face and/or online collaborative conversations, feedback sessions, and reflective discussions, as appropriate
- Share best practices with colleagues, as appropriate

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: M-Structured Coaching/Mentoring, O-Collaborative Planning, P-Participant Product, R-Electronic (interactive), S-Electronic (non-interactive)

Implementation Support: Participants will review practices related to professional learning content for use in job-related responsibilities. Collaborative planning and structured on-site support will enable participants to receive continuous feedback regarding implementation efforts. In addition, school administrators will provide support and opportunities for practice and feedback to monitor implementation of learning. Participants will complete elements of their individual implementation agreements.

Monitoring Procedures: Structured coaching support provides ongoing feedback to participants; feedback reports on implementation are shared with administrators; participation and implementation progress is shared with district personnel.

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, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities

Evaluation Methods for Students Code: D-Observation of Student Performance, F-Other Performance Assessment

WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

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.

Through school and district instituted support of data reflection, 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.

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?

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- 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.

Developed by
NEFEC Summer 2020