



Franklin County District Schools

85 School Rd., Suite 1

Eastpoint, FL 32328

Superintendent Traci Moses

tmoses@franklin.k12.fl.us

(850)670-2810 ex. 4111

Mrs. Traci Moses, Superintendent:

School Board Members:

Attached you will find the bills list for 5/22/17. If you have any questions, please call the finance office at 670-2810.

General Fund:	\$27,345.00
School Food Service:	\$18,764.61
Federal Fund:	\$13,043.41
Capital Projects:	\$18,430.00

Total	\$77,583.02
--------------	--------------------

DISTRICT 1
GEORGE THOMPSON

DISTRICT 2
PAM MARSHALL

DISTRICT 3
TERESA ANN MARTIN

DISTRICT 4
STACY KIRVIN

DISTRICT 5
CARL WHALEY

The Franklin County School District does not discriminate on the basis of race, color, national origin, gender, age, disability, pregnancy or marital status in its educational programs, services or activities, or in its hiring or employment practices. The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boy Scouts of America Equal Access Act. Questions, complaints or request for additional information regarding discrimination or harassment may be sent to: Karen Peddie, Director of Human Resources, 85 School Road, Eastpoint, Florida 32328 850-670-2810 X 4101, kpddie@franklin.k12.fl.us

P. O. BOX 530958
ATLANTA, GA 30353-0958

APALACH TIMES SUBSCR (V000002556)

APALACHICOLA TIMES
P O BOX 791075
BALTIMORE, MD 21279-1075

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 110	Standard	158400	APALACHICOLA TIMES	05/09/2017	6/5/17 ANNUAL SUBSC	05/01/2017	110	7200	530		9001			\$24.15
														\$24.15

APALACHICOLA TIMES (V000000005)

P.O. BOX 102801
ATLANTA, GA 30368-2801

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 110	Standard	158423	POLICY CHANGE ADV.	05/19/2017	34373307	05/10/2017	110	7100	393		9001			\$33.90
														\$33.90

BRIAN STEPHEN HARDY (V001632206)

PO BOX 612
CARRABELLE, FL 32322

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 110	Blanket	158322	BRIAN	04/24/2017	5/18/17 BH	05/18/2017	110	5400	310		0022	8217		\$60.00
														\$60.00

CARLA BANKSTON (E019970602)

453 23RD AVENUE
APALACHICOLA, FL 32320

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 110					4/21-4/23/17 CB	04/23/2017	110	7700	330		0091			\$64.00
														\$64.00

CENTENNIAL BANK VISA (V000009337)

PO BOX 31021
TAMPA, FL 33631

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 110	Standard	158366	MOSES TRAVEL	05/02/2017	PO 158366	05/02/2017	110	7700	330		9001			\$150.00
AP RUN 5/22/17 110	Standard	158373	Franklin Flyer	05/03/2017	PO 158373	05/03/2017	110	7730	510		9001			\$43.45

AP RUN 5/22/17 110	Standard	158074	PEDDIE 5/15- 5/18/17 FEN	02/22/2017	PO 158074	05/15/2017	110	7700	330		9001			\$387.00
														\$580.45
DUKE ENERGY (V000007220) PO BOX 1004 CHARLOTTE, NC 28201-1004														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 110	Blanket	156996	DUKE ENERGY 16/17	07/19/2016	MAY 17 DE*	05/19/2017	110	7900	430		0091			\$0.00
							110	7900	430		9004			\$125.20
														\$125.20
EZ FLEX, LLC (V002282387) 4709 S. EDGEWOOD TERRACE FORT. WORTH, TX 76119														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 110	Standard	158393	EZ FLEX--- VCHEERLEADERS- TAPE	05/08/2017	38190	05/09/2017	110	5100	510		0091			\$93.00
														\$93.00
FIRSTSOURCE SOLUTIONS (V000003097) 16450 COLLECTIONS CENTER DRIVE CHICAGO, IL 60693														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 110	Standard	158425	FL00172937	05/19/2017	FL00172937	05/05/2017	110	7800	390		9004			\$62.20
														\$62.20

FL.DEPT. OF LAW ENFO (V000003499)

PO DRAWER 1489
TALLAHASSEE, FL 32302

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 110	Standard	158421	March FDLE (FP Retention)	05/19/2017	PO 158421	05/19/2017	110	7730	730		9001	8837		\$150.00
														\$150.00

FLORIDA ASSOCIATION OF PUPIL (V003091311)

PO BOX 1248
NEW SMYRNA BEACH, FL 32170

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 110	Standard	158152	FAPT	03/10/2017	FAPT 2017 SUMMER CON	05/16/2017	110	7800	730		9004			\$225.00
														\$225.00

FRANKLIN CO. LND FIL (V000003426)

33 MARKET STREET
SUITE 203
APALACHICOLA, FL 32320

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 110	Standard	158401	LANDFILL BLANKET	05/09/2017	204401	05/05/2017	110	7900	385		0091			\$2.50
AP RUN 5/22/17 110	Standard	158401	LANDFILL BLANKET	05/09/2017	204907	05/18/2017	110	7900	385		0091			\$3.90
														\$6.40

HERFF JONES (V000004020)

PO BOX 99292
CHICAGO, IL 60693-9292

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
------------	---------	------	---------	---------	-----------	--------------	------	----------	--------	---------	----------	---------	---------	--------

AP RUN 5/22/17 110	Standard	158256	HERFF HONES-- BLANKET- DIPLOMAS	04/07/2017	PO 158256	04/07/2017	110	5100	510		0091			\$1,119.03
														\$1,119.03
JOHN THOMAS SUMMERHILL (T003120724) 260 OLD FERRY DOCK RD. EASTPOINT, FL 32328														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 110	Blanket	158323	JOHN	04/25/2017	5/9,15,18/17 JTS	05/18/2017	110	5400	310		0022	8217		\$195.00
														\$195.00
KEVIN HAEUSSER (V000010012) 824 WEST GULF BEACH DR. EASTPOINT, FL 32328														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 110	Blanket	157144	HAEUSSER 16/17	08/09/2016	5/8-5/19/17 KH	05/19/2017	110	6140	310		0091	5307		\$2,072.90
														\$2,072.90
KINGLINE (V003112715) 3221 HWY 29 SOUTH CANTONMENT, FL 32533														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 110	Standard	158267	4C1007534	04/11/2017	4C1007534	05/01/2017	110	7900	590		0091			\$720.20
AP RUN 5/22/17 110	Standard	158250	KINGLINE	04/06/2017	4C1007576	05/01/2017	110	7900	590		0091			\$1,181.90
														\$1,902.10

LATRINA LOCKLEY (T003034084)

250 12TH STREET
APALACHICOLA, FL 32320

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 110	Blanket	158015	LATRINA LOCKLEY	02/06/2017	5/10 & 5/11/17 LL	05/11/2017	110	5400	310		0022	8217		\$135.00
														\$135.00

MILLENDER, ANGELA (T000000000)

284 WOODILL RD
CARRABELLE, FL 32322 United States

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 110	Standard	157015	ANGIE	07/19/2016	5/12/17 AM	05/12/2017	110	5400	310		0022	8217		\$67.50
														\$67.50

PAEC (V000006660)

753 WEST BOULEVARD
CHIPLEY, FL 32428

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 110	Standard	158333	PAEC--- CUMULATIVE FOLDERS	04/25/2017	07068	05/11/2017	110	5100	510		0091			\$100.82
							110	5200	510		0091	5307		\$25.21
														\$126.03

PANAMA BUSINESS MACH (V000007241)

505 W. 15TH STREET
PANAMA CITY, FL 32401

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
------------	---------	------	---------	---------	-----------	--------------	------	----------	--------	---------	----------	---------	---------	--------

AP RUN 5/22/17 110	Blanket	156988	PANAMA BUSINESS 16/17	07/18/2016	203712	05/08/2017	110	7700	390		9001	8607		\$83.33
AP RUN 5/22/17 110	Blanket	156988	PANAMA BUSINESS 16/17	07/18/2016	203848	05/15/2017	110	7700	390		9001	8607		\$5.01
														\$88.34
PAUL BANKSTON (E019970278) 453 23RD AVENUE APALACHICOLA, FL 32320														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 110					4/21-4/23/17 PB	04/23/2017	110	7700	330		0091			\$64.00
														\$64.00
QUILL CORP. (V000007251) P.O. BOX 37600 PHILADELPHIA, PA 19101-0600														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 110	Standard	158269	QUILL---OFFICE SUPPLIES "APRIL"	04/11/2017	PO 158269	04/11/2017	110	5100	510		0091	8716		\$70.53
							110	7300	510		0091			\$9.72
AP RUN 5/22/17 110	Standard	158348	QUILL----GLOVES CUSTODIAL	05/01/2017	PO 158348	05/01/2017	110	7900	510		0091			\$113.70
														\$193.95
RALPH VARNES JR. (T000005062) 259 FRED MEYER STREET APALACHICOLA, FL 32320														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 110	Blanket	158317	DAVID	04/21/2017	5/16 & 5/17/17 RDV	05/17/2017	110	5400	310		0022	8217		\$210.00
														\$210.00

RICHARD WATSON TAX (V000004780)

FRANKLIN COUNTY TAX COLLECTOR
P.O. BOX 188
APALACHICOLA, FL 32329

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 110	Standard	158424	4/28/17 REFUND	05/19/2017	PO 158424	05/19/2017	110	7100	730		9001			\$180.49
														\$180.49

ROBERTS SAND COMPANY (V000007412)

1712 SILVER LAKE RD.
TALLAHASSEE, FL 32310

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 110	Standard	158338	FOOTBALL - SAND	04/28/2017	545495/545479	05/01/2017	110	7900	590		0091			\$1,034.00
														\$1,034.00

SANDERS AND DUNCAN, (V000008011)

P.O. BOX 157
APALACHICOLA, FL 32329

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 110	Standard	158402	30337	05/09/2017	30337	05/04/2017	110	7100	311		9001			\$3,637.48
														\$3,637.48

SOUTHERN SPEECH THER (V000021003)

P.O. BOX 483
APALACHICOLA, FL 32329-0483

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 110	Blanket	157106	SOUTHERN SPEECH 16/17	08/02/2016	5/8-5/19/17 AK	05/19/2017	110	5200	310		0091	5307		\$4,016.00

														\$4,016.00
SYNOVIA SOLUTIONS LL (V000021013) C/O BMO HARRIS BANK BIN141978 PO BOX 1627 INDIANAPOLIS, IN 46206-1627														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 110	Blanket	157479	16/17 BLANKET	10/04/2016	MAY 17 SYNOVIA	05/16/2017	110	7800	379		9004			\$532.00
														\$532.00
TALLAHASSEE MEMORIAL (V000002204) 1616 PHYSICIANS DR. TALLAHASSEE, FL 32308														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 110	Standard	158118	Employee Assistance Program	03/03/2017	PO 158118	03/03/2017	110	7100	310		9001			\$500.00
														\$500.00
TIMOTHY CARROLL (T000005058) 669 CYPRESS LANE EASTPOINT, FL 32328														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 110	Standard	157042	TJ	07/19/2016	5/9/17 TC	05/09/2017	110	5400	310		0022	8217		\$67.50
														\$67.50
VERIZON WIRELESS (V000000148) PO BOX 660108 DALLAS, TX 75266-0108														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount

AP RUN 5/22/17 110	Blanket	156995	VERIZON 16/17	07/19/2016	4/2-5/1/17 VERIZON	05/01/2017	110	7800	371		9004			\$333.77
														\$333.77
WAYNE NASH (T000000102) WAYNE NASH 839 CC LAND ROAD EASTPOINT, FL 32328														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 110	Blanket	158391	WAYNE	05/05/2017	5/11/17 WN	05/11/2017	110	5400	310		0022	8217		\$75.00
														\$75.00
Grand Totals														
Fund														Amount
110														\$27,345.00
Grand Totals:														\$27,345.00

Signature #1

Signature Date

Signature #2

Signature Date

Signatures confirm the Check and Invoice Reconciliation Reports match

P. O. BOX 530958
ATLANTA, GA 30353-0958

CENTRAL RESTURANT PR (V000001525)

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 410	Standard	158340	CENTRAL RESTAURANT/ SUPPLIES	04/28/2017	11543199	05/15/2017	410	7600	510		9003	9009		\$802.89
							410	7600	510		9003			\$2,601.27
														\$3,404.16

5096 TENNESSE
CAPITAL BOULEVARD
TALLAHASSEE, FL 32303

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 410	Standard	158399	CRSS - ERIC HILL	05/09/2017	60246	05/11/2017	410	7600	390		9003			\$550.00
							410	7600	390		9003	9009		\$275.00
														\$825.00

85 SCHOOL RD., SUITE ONE
EASTPOINT, FL 32328

GULFSIDE IGA APALACH (V000003608)

SCHOOL NUTRITION (V000003504)

Grand Totals

Fund	Amount
410	\$18,764.61

	Grand Totals:	\$18,764.61
--	----------------------	--------------------

Signature #1

Signature #2

Signature

Date

Signature

Date

Signatures confirm the Check and Invoice Reconciliation Reports match

824 WEST GULF BEACH DR.
EASTPOINT, FL 32328

AMAZON.COM (V000001098)

P. O. BOX 530958
ATLANTA, GA 30353-0958

CENTENNIAL BANK VISA (V000009337)

PO BOX 31021
TAMPA, FL 33631

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 420	Standard	158104	O"GRADY FASFEP 5/17	02/28/2017	PO 158104	05/12/2017	420	6400	330		0091	04187		\$342.00
														\$342.00

COMMUNICATIONS
PO BOX 580028
CHARLOTTE, NC 28258-0028

FRANKLIN CO. SCHOOLS (V000003086)

1250 HWY 98
EASTPOINT, FL 32328

KEVIN HAEUSSER (V000010012)

824 WEST GULF BEACH DR.
EASTPOINT, FL 32328

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 420	Blanket	157144	HAEUSSER 16/17	08/09/2016	5/8-5/19/17 KH*	05/19/2017	420	6140	310		9009	04767		\$605.13
							420	6140	310		0091	04767		\$2,072.90
														\$2,678.03

KING, LAURA (E019970428)

P.O. BOX 652
EASTPOINT, FL 32328

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 420					4/19/17 LK	04/19/2017	420	6400	330		0091	04187		\$11.00
														\$11.00

LEARNING SCIENCES IN (V000005350)

175 CORNELL RD. STE 18
BLAIRSVILLE, PA 15717

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 420	Standard	158420	SIN013396	05/19/2017	SIN013396	09/29/2016	420	6400	330		0091	04187		\$798.00
							420	6400	330		9001	04187		\$399.00
														\$1,197.00

LEON COUNTY SCHOOL (V000005228)

2757 WEST PENSACOLA STRE
TALLAHASSEE, FL 32304

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 420	Standard	158409	LCS INVOICE	05/16/2017	16/17 LCSB REG. FEE	05/04/2017	420	5200	310		0091	04767		\$4,067.77
														\$4,067.77

MAGNIFYING MINDS (V000009095)

417 RIVER ROAD
CARRABELLE, FL 32322

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 420	Blanket	157187	MAGNIFYING MINDS 16/17	08/17/2016	MAY 17 MM	05/19/2017	420	5900	310		0091	04397		\$2,617.75
														\$2,617.75
MEDIACOM (V000006401) PO BOX 105407 ATLANTA, GA 30348-5407														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 420	Standard	158404	Mediacom 5- 17	05/09/2017	PO 158404	05/09/2017	420	7700	370		0091	04777		\$199.95
														\$199.95
QUILL CORP. (V000007251) P.O. BOX 37600 PHILADELPHIA, PA 19101-0600														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 420	Standard	158368	QUILL---ESE- L.SMITH	05/03/2017	6498559	05/03/2017	420	5200	510		0091	04767		\$190.02
AP RUN 5/22/17 420	Standard	158383	Quill 5-17	05/05/2017	6574598	05/05/2017	420	5100	510		0091	04777		\$106.96
														\$296.98
Grand Totals														
Fund														Amount
110														\$0.00
420														\$13,043.41
														Grand Totals: \$13,043.41

Signature #1

Signature #2

Signature

Date

Signature

Date

Signatures confirm the Check and Invoice Reconciliation Reports match

BROOKS BUILDING SOLU (V000001300)4501 BEVERLY AVE
JACKSONVILLE, FL 32210

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 370	Blanket	157068	BROOKS BUILDING 16/17	07/28/2016	24088	05/03/2017	370	7400	682		0091	37915		\$540.00
														\$540.00

TALLAHASSEE 2 WAY RA (V000002598)TALLAHASSEE 2 WAY RADIO SYST.
134 CORTONA HILLS CIRCLE
TALLAHASSEE, FL 32312

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 5/22/17 370	Standard	158224	2 WAY RADIO	04/03/2017	PO 158224	05/19/2017	370	7400	641		9004	37917		\$17,890.00
														\$17,890.00

Grand Totals

Fund	Amount
370	\$18,430.00
Grand Totals: \$18,430.00	

Signature #1

Signature_____
Date

Signature #2

Signature_____
Date

Signatures confirm the Check and Invoice Reconciliation Reports match

SANDERS AND DUNCAN, P.A.
P.O. BOX 157
80 MARKET ST.
APALACHICOLA, FLORIDA 32329

Ph: 850-653-8976

Fax: 850-653-8743

Franklin County School Board

May 04, 2017

Attn: Accounts Payable
85 School Road, Suite 1
Eastpoint, FL 32328

Matter #: 88-001
Inv #: 30337

Re: Monthly Invoice

DATE	DESCRIPTION	HOURS	AMOUNT	LAWYER
01/25/2017	Truancy Court:	1.50	187.50	DD
02/01/2017	Meet with Supt. Moses @ SB office re: truancy	1.00	150.00	DD
04/01/2017	Review agenda, minutes and literature	2.00	250.00	BS
04/04/2017	Meeting with Superintendent re: Pending issues	1.50	187.50	BS
	Email to R. Griffin re: SRO changes	0.30	37.50	BS
04/10/2017	Email to Superintendent re: Expulsion	0.40	50.00	BS
	Draft stipulation, telephone call to Secretary	0.30	37.50	BS
	Obtain juvenile information	0.20	25.00	BS
	Email to Superintendent	0.10	12.50	BS
04/13/2017	Telephone call from B. Strange re: Bus Barn. Email to Superintendent	0.20	25.00	BS
	Receipt and review of joint response to order granting extension of time	0.10	9.50	DD
04/17/2017	Attend meeting with K. Peddie re: Publication procedures, attend workshop	2.30	287.50	BS
04/18/2017	Telephone call to D. Hartman	0.40	50.00	BS

04/19/2017	Telephone call to K. Peddie re: Personnel; Telephone call to Superintendent re: Meeting	0.50	62.50	BS
04/20/2017	Emails to J. Gay re: Agenda	0.20	25.00	BS
04/24/2017	Background check, telephone call to Clerk, email to K. Peddie	0.30	37.50	BS
	Redraft SRO agreement	1.00	125.00	BS
04/25/2017	Meeting with Chair, Strange, Superintendent, Venable re: Physical plant	1.20	150.00	BS
	Emails with S. Summers re: Liberty County Dental review MOU	0.20	25.00	BS
	Telephone call to L. Chipman re: Truancy status for court hearing	0.20	19.00	DD
04/26/2017	Telephone call to Clerk re: Personnel, telephone call to : Review statutes	0.40	50.00	BS
	Telephone call to Superintendent re: Results of meeting	0.10	12.50	BS
	Telephone call to K. Peddie re: Personnel, agenda	0.50	62.50	BS
	Prepare for and attend hearing for student	0.90	85.50	DD
	Telephone call with parent of about hearing	0.20	19.00	DD
04/28/2017	Attend expulsion hearing, attend regular meeting	2.70	337.50	BS
04/29/2017	Process SRO agreement, locate Verizon contract	0.40	50.00	BS
	Totals	19.10	\$2,370.50	

DISBURSEMENTS**Disbursements****Receipts**

04/01/2017	Division of Corporations - Annual filing fee	61.25
04/13/2017	Certificate of Disposition for	5.00
04/17/2017	T. Reuters - Inv. No. 835697336	434.15
	T. Reuters - Inv. No. 835697336	766.00
04/19/2017	Long Distance Telephone charges	0.58

Totals	\$1,266.98	\$0.00
Total Fees, Disbursements		\$3,637.48
Previous Balance		\$1,794.43
Previous Payments		\$1,794.43
THANK YOU!		
Balance Due Now		\$3,637.48

Payments received after the last day of the month will be reflected on next month's invoice.



Franklin County District Schools

85 School Rd., Suite 1

Eastpoint, FL 32328

Superintendent Traci Moses

tmoses@franklin.k12.fl.us

(850)670-2810 ex. 4111

Mrs. Traci Moses, Superintendent:

School Board Members:

Attached you will find the bills list for 06/06/17. If you have any questions, please call the finance office at 670-2810.

General Fund:	\$379,374.78
School Food Service:	\$41,295.83
Federal Fund:	\$34,628.11
Capital Projects:	\$13,033.00

Total	\$468,331.72
--------------	---------------------

DISTRICT 1
GEORGE THOMPSON

DISTRICT 2
PAM MARSHALL

DISTRICT 3
TERESA ANN MARTIN

DISTRICT 4
STACY KIRVIN

DISTRICT 5
CARL WHALEY

The Franklin County School District does not discriminate on the basis of race, color, national origin, gender, age, disability, pregnancy or marital status in its educational programs, services or activities, or in its hiring or employment practices. The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boy Scouts of America Equal Access Act. Questions, complaints or request for additional information regarding discrimination or harassment may be sent to: Karen Peddie, Director of Human Resources, 85 School Road, Eastpoint, Florida 32328 850-670-2810 X 4101, kpddie@franklin.k12.fl.us

ABC REHABILITATION (V000000015)

1520 JENKS AVE
SUITE A
PANAMA CITY, FL 32405

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Standard	157379	16/17 ABC REHAB	09/23/2016	MAY 17 ABC REHAB	05/31/2017	110	5200	310		0091	5307		\$1,205.55
														\$1,205.55

ACE HARDWARE (V000000194)

409 W. HIGHWAY 98
APALACHICOLA, FL 32320

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Standard	158307	MAY 2017 BLANKET	04/19/2017	PO 158307	05/31/2017	110	7900	510		0091			\$285.98
							110	8100	510		9007			\$242.37
AP RUN 6/6/17 110	Standard	158337	FLOOR WAX	04/28/2017	PO 158337	05/31/2017	110	7900	590		0091			\$629.94
AP RUN 6/6/17 110	Standard	158342	ACE FERTILIZER	04/28/2017	PO 158342	05/31/2017	110	7900	590		0091			\$251.88
														\$1,410.17

APALACHICOLA BAY CHA (V000000183)

98 12TH STREET
APALACHICOLA, FL 32320

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Blanket	158387	5/2/17 4TH REVISION	05/05/2017	JUNE 17 ABC FEFP	06/01/2017	110	5100	390		9009	9997		\$184,769.89
							110	5200	390		9009	9997		\$28,057.93
														\$212,827.82

ARD'S FINA STATION (V000000065)

P.O. BOX 433
EASTPOINT, FL 32328

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Standard	158296	MAY 2017 BLANKET	04/19/2017	MAY 17 ARDS	05/31/2017	110	8100	450		9007			\$34.00
							110	7800	450		9004			\$136.50
							110	7800	450		0091			\$58.00
							110	7900	450		0091			\$149.20
							110	7900	460		0091			\$12.30
														\$390.00

ARTEZIA GROUP INC. (V000001106)

4825 WOODLANE CIRCLE
STE. 108
TALLAHASSEE, FL 32303

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Blanket	157003	WATER BOTTLE 16/17	07/19/2016	5/30/17 ARTEZIA	05/30/2017	110	7900	590		9004			\$27.00
							110	7900	590		0091			\$0.00
							110	7900	590		9001			\$64.50
														\$91.50

BELINDA HOOTS WHORTON (V003061427)

702 W. 3RD ST.
CARRABELLE, FL 32322

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Standard	158236	APRIL & MAY 2017 BLANKET	04/04/2017	APRIL & MAY 17	05/31/2017	110	7700	390		0091	8327		\$200.00
														\$200.00

CANDICE SWEET-SHERID (V000007675)

CANDICE SWEET-SHERIDAN
P.O. BOX 806
CARRABELLE, FL 32322

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
------------	---------	------	---------	---------	-----------	--------------	------	----------	--------	---------	----------	---------	---------	--------

AP RUN 6/6/17 110	Blanket	157107	SHERIDAN 16/17	08/02/2016	MAY 17 SHERIDAN	05/31/2017	110	5200	310		0091	5307		\$3,185.00
														\$3,185.00
CARLA BANKSTON (E019970602) 453 23RD AVENUE APALACHICOLA, FL 32320														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110					4/24-4/25/17 CB	04/25/2017	110	7700	330		0091			\$55.00
														\$55.00
CERTIFIED PLUMBING & (V000001651) 1725 VOYLES STREET LIVE OAK, FL 32064														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Standard	158304	MAY 2017 BLANKET	04/19/2017	PO 158304	05/31/2017	110	8100	590		9007			\$952.97
AP RUN 6/6/17 110	Standard	158315	CERTIFIED QUOTE S1567943	04/21/2017	PO 158315	05/31/2017	110	7900	590		0091			\$168.64
														\$1,121.61
COVINGTON HEAVY DUTY (V000001751) PARTS, INC. P.O. DRAWER 1049 ANDALUSIA, AL 36420-1221														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Standard	158330	QUOTE	04/25/2017	4-271240005	05/04/2017	110	7800	550		9004			\$537.97
AP RUN 6/6/17 110	Standard	158300	MAY 2017 BLANKET	04/19/2017	4-271310008	05/11/2017	110	7800	550		9004			\$116.19
														\$654.16

401 24TH AVE, APT 5F
APALACHICOLA, FL 32320

155 15TH STREET
APALACHICOLA, FL 32320

181 AVE G
APALACHICOLA, FL 32320

261 ROYAL TERN WAY
CARRABELLE, FL 32322

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Standard	157394	DR. CATLIN 16/17	09/27/2016	MAY 17 LC	05/31/2017	110	5100	390		0091	8237		\$540.60
														\$540.60

DUKE ENERGY (V000007220)

PO BOX 1004
CHARLOTTE, NC 28201-1004

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Blanket	156996	DUKE ENERGY 16/17	07/19/2016	MAY 17 DE***	05/31/2017	110	7900	430		0091			\$19,256.43
							110	7900	430		9001			\$2,253.50
							110	7900	430		9007			\$175.02
AP RUN 6/6/17 110	Blanket	156996	DUKE ENERGY 16/17	07/19/2016	MAY 17 DE****	05/31/2017	110	7900	430		9001			\$92.33
							110	7900	430		9004			\$129.02
							110	7900	430		0091			\$11.89
AP RUN 6/6/17 110	Blanket	156996	DUKE ENERGY 16/17	07/19/2016	JUNE 17 DE	06/05/2017	110	7900	430		0091			\$55.62
														\$21,973.81

EAGLETREE TECHNOLOGI (V000002930)

KEVIN WARD
129 LONG ROAD
APALACHICOLA, FL 32320

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Blanket	157004	EAGLETREE 16/17	07/19/2016	JUNE 17 EAGLETREE	06/01/2017	110	6500	310		0091			\$2,708.00
							110	8200	310		9001			\$2,708.00
														\$5,416.00

EASTPOINT WATER & (V000002705)

40 ISLAND DRIVE
EASTPOINT, FL 32328-0444

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Blanket	156993	WATER / SEWER 16/17	07/19/2016	4/18-5/16/17 EW&S	05/16/2017	110	7900	383		9004			\$18.68
							110	7900	384		9001			\$158.55

							110	7900	383		0091			\$855.47
							110	7900	383		9001			\$105.35
							110	7900	384		0091			\$1,304.34
AP RUN 6/6/17 110	Standard	158473	WATER SETTLEMENT	06/05/2017	PO 158473	05/25/2017	110	7100	730		9001			\$52,000.00
														\$54,442.39

FAIRPOINT COMMUNICAT (V000007663)

COMMUNICATIONS
PO BOX 580028
CHARLOTTE, NC 28258-0028

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Blanket	156994	FAIRPOINT 16/17	07/19/2016	6/7-7/6/17 FP	06/05/2017	110	7900	370		9004			\$141.04
							110	7900	370		9001			\$452.44
							110	7900	370		0091			\$5,877.99
														\$6,471.47

FIRST CALL TRUCK PAR (V000003519)

7318 W. TENNESSEE STREET
TALLAHASSEE, FL 32304

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Standard	158301	MAY 2017 BLANKET	04/19/2017	PO 158301	05/31/2017	110	7800	550		9004			\$619.74
														\$619.74

FL.DEPT. OF LAW ENFO (V000003499)

PO DRAWER 1489
TALLAHASSEE, FL 32302

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Standard	158456	April FDLE (FP Retention)	05/31/2017	PO 158456	05/31/2017	110	7730	730		9001	8837		\$126.00
							110	7730	730		9009	8837		\$6.00

														\$132.00
FLA TRANSPORTATION (V000003071) FLA TRANSPORTATION SYSTE 7703 INDUSTRIAL LANE TAMPA, FL 33637														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Standard	158182	APRIL 2017 BLANKET	03/27/2017	PO 158182	04/30/2017	110	7800	550		9004			\$269.35
AP RUN 6/6/17 110	Standard	158295	MAY 2017 BLANKET	04/19/2017	PO 158295	05/31/2017	110	7800	550		9004			\$187.45
														\$456.80
FLORIDA BLUE (V000009097) P O BOX 660289 DALLAS, TX 75266-0289														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110					JUNE 17 FL BLUE	06/01/2017	110			495		8827		\$223.66
														\$223.66
FLORIDA EDUCATION (V000003076) BUREAU OF EDUCATOR CERT. ATT: A/R 325 W GAINES ST ROOM 244 TALLAHASSEE, FL 32399-0400														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Standard	158471	20176634	06/05/2017	20176634	06/01/2017	110	5100	390		0091	8877		\$120.00
														\$120.00

FRANKLIN CO. LND FIL (V000003426)

33 MARKET STREET
SUITE 203
APALACHICOLA, FL 32320

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Standard	158401	LANDFILL BLANKET	05/09/2017	205050	05/23/2017	110	7900	385		0091			\$2.50
														\$2.50

FRANKLIN COUNTY SHER (V000003062)

270 STATE ROAD 65
EASTPOINT, FL 32328

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Standard	158355	16/17 SRO	05/01/2017	16/17 SRO	05/01/2017	110	5100	390		0091	5107		\$19,632.00
														\$19,632.00

FRANKLIN'S PROMISE COI (V002523321)

192 COACH WAGONER BLVD.
APALACHICOLA, FL 32320

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Standard	158459	APRIL 10 - MAY 25, 2017	05/31/2017	4/10-5/25/17 FPC	05/25/2017	110	5100	310		0101	8227		\$5,250.00
														\$5,250.00

GANDER AUTO PARTS (V000000010)

P O BOX 628
EASTPOINT, FL 32328

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Standard	158299	MAY 2017 BLANKET	04/19/2017	PO 158299	05/31/2017	110	7800	510		9004			\$1,399.12

AP RUN 6/6/17 110	Standard	158309	MAY 2017 BLANKET	04/21/2017	PO 158309	05/31/2017	110	8100	510		9007			\$790.96
														\$2,190.08
GRAINGER (V000003666) DEPT.810814285 P.O. BOX 419267 KANSAS CITY, MO 64141-6267														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Standard	158357	GRAINER	05/01/2017	PO 158357	05/31/2017	110	7400	641		0091			\$3,624.40
														\$3,624.40
HOWARD TECHNOLOGY SO (V000004137) SOLUTIONS P. O. BOX 11407 BIRMINGHAM, AL 35246-1132														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Standard	158403	Printer, Chromebox, Dell Optiplex	05/09/2017	PO 158403	05/09/2017	110	7400	644		0091	7517		\$1,461.00
														\$1,461.00
J V GANDER DISTRIBUT (V000003805) PO DRAWER 70 APALACHICOLA, FL 32329-0070														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Standard	158294	MAY 2017 BLANKET	04/19/2017	PO 158294	05/31/2017	110	8100	450		9007			\$177.57
							110	7800	450		9004			\$69.42
							110	7800	460		9004			\$2,663.84
AP RUN 6/6/17 110	Standard	158298	MAY 2017 BLANKET	04/19/2017	PO 158298	05/31/2017	110	7800	460		9004			\$4,154.58
														\$7,065.41

JENNIFER WILSON (E019110458)

391 BLOODY BLUFF RD
EASTPOINT, FL 32328

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110					5/5/17 JW	05/05/2017	110	7700	330		9004	9107		\$11.00
														\$11.00

JOHN THOMAS SUMMERHILL (T003120724)

260 OLD FERRY DOCK RD.
EASTPOINT, FL 32328

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Blanket	158454	JOHN SUMMERHILL	05/25/2017	5/23 & 6/1/17 JS	06/01/2017	110	5400	310		0022	8217		\$142.50
														\$142.50

KAREN PEDDIE (E019168329)

KAREN PEDDIE
10830 NW PEDDIE ROAD
BRISTOL, FL 32321

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110					5/15-5/18/17 KP	05/18/2017	110	7700	330		9001			\$143.00
														\$143.00

KEVIN HAEUSSER (V000010012)

824 WEST GULF BEACH DR.
EASTPOINT, FL 32328

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
------------	---------	------	---------	---------	-----------	--------------	------	----------	--------	---------	----------	---------	---------	--------

AP RUN 6/6/17 110	Blanket	158475	HAEUSSER 16/17	06/05/2017	5/22-6/2/17 KH	06/02/2017	110	6140	310		0091	5307		\$3,260.27
							110	6140	310		9009	5307		\$309.00
														\$3,569.27
KING, LAURA (E019970428) P.O. BOX 652 EASTPOINT, FL 32328														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110					5/22/17 LK	05/22/2017	110	6400	330		0091			\$11.00
														\$11.00
LAMAE C CREAMER (V003152885) 1590 PEACHTREE RD. APALACHICOLA, FL 32320														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Standard	158472	TRANSPORTATION	06/05/2017	3/27 & 4/19/17 LC	04/19/2017	110	7800	390		0091	8807		\$150.94
														\$150.94
LEOLA MARTIN (E019030151) PO BOX 122 CARRABELLE, FL 32322														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110					5/5/17 LM	05/05/2017	110	7700	330		9004	9107		\$11.00
														\$11.00
MARIA HORAN (V000004128) PO BOX 868 CARRABELLE, FL 32322														

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Blanket	157174	HORAN 16/17	08/16/2016	PO 157174	05/31/2017	110	5200	310		0091	5307		\$1,675.00
														\$1,675.00
MARK COLLINS (E019177038) 250 LAKE PRISTINE CIRCLE CARRABELLE, FL 32322														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110					5/15/17 MC	05/15/2017	110	7700	330		9004	9107		\$11.00
														\$11.00
MATTHEWS BUS ALLIANCE, INC (V000005744) 4802 W. COLONIAL DRIVE ORLANDO, FL 32808														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Standard	158171	MARCH 2017 BLANKET	03/17/2017	PO 158171	03/31/2017	110	7800	550		9004			\$422.40
AP RUN 6/6/17 110	Standard	158190	APRIL 2017 BLANKET	03/27/2017	PO 158190	04/30/2017	110	7800	550		9004			\$723.10
AP RUN 6/6/17 110	Standard	158303	MAY 2017 BLANKET	04/19/2017	PO 158303	05/31/2017	110	7800	550		9004			\$82.08
														\$1,227.58
MATTS SMALL ENGINE R (V000021000) 144 SANBORN RD CARRABELLE , FL 32322														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Standard	158302	MAY 2017 BLANKET	04/19/2017	PO 158302	05/31/2017	110	7900	550		0091			\$815.36
														\$815.36

284 WOODILL RD
CARRABELLE, FL 32322 United States

[illegible]

201 CROOKED CREEK RD.
CARRABELLE, FL 32322

[illegible]

SOLUTIONS USA INC
DEPT.2366 PO BOX 122366
DALLAS, TX 75312-2366

[illegible]

2048 EAST PAUL DIRAC DR
TALLAHASSEE, FL 32310

[illegible]

505 W. 15TH STREET
PANAMA CITY, FL 32401

PARTICIA HOLLENBECK (E019040519)	
P.O. BOX 755	
EASTPOINT, FL 32328	

P.O. BOX 755
EASTPOINT, FL 32328

PAUL BANKSTON (E019970278) 453 23RD AVENUE APALACHICOLA, FL 32320
--

453 23RD AVENUE
APALACHICOLA, FL 32320

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110					4/24-4/25/17 PB	04/25/2017	110	7700	330		0091			\$55.00
														\$55.00

PETTY CASH (V000006663)

DISTRICT OFFICE
EASTPOINT, FL 32328

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Standard	158435	PETTY CASH	05/25/2017	PO 158435	05/25/2017	110	7700	373		9001			\$22.95
														\$22.95

QUILL CORP. (V000007251)

P.O. BOX 37600
PHILADELPHIA, PA 19101-0600

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Standard	158410	QUILL	05/16/2017	PO 158410	05/16/2017	110	7500	510		9001			\$64.88
AP RUN 6/6/17 110	Standard	158432	Ink Cartridge-GED	05/25/2017	7186386	06/01/2017	110	5400	510		0022	8217		\$271.89
														\$336.77

RALPH VARNES JR. (T000005062)

259 FRED MEYER STREET
APALACHICOLA, FL 32320

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Blanket	158317	DAVID	04/21/2017	5/24,31,6/3/17 RDV	06/03/2017	110	5400	310		0022	8217		\$352.50
														\$352.50

ROGER LEE SMITH (V000001350)

35 ADAM STREET
EASTPOINT, FL 32328

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
------------	---------	------	---------	---------	-----------	--------------	------	----------	--------	---------	----------	---------	---------	--------

AP RUN 6/6/17 110	Blanket	157124	16/17	08/03/2016	MAY 17 SMITH	05/31/2017	110	7800	390		0091	8807		\$299.04
														\$299.04
RUMBERGER,KIRK & CAL (V000007551) P.O. BOX 1873 ORLANDO, FL 32802														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Standard	158428	840495	05/23/2017	840495	05/23/2017	110	7100	312		9001			\$1,960.28
														\$1,960.28
SCHOOL NURSE SUPPLY INC (V003150149) 1960 WRIGHT BLVD. SCHAUMBURG, IL 60193														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Standard	158359	School Nurse Supply, Inc-Vanessa Endenfield	05/01/2017	PO 158359	05/01/2017	110	5100	510		0091			\$236.14
														\$236.14
SHARON BOATWRIGHT (V003168016) 439 BOATWRIGHT ST EASTPOINT, FL 32328														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110					JUNE 17 FRS SB	05/31/2017	110			495		8827		\$584.47
														\$584.47
SHRED-IT US JV, LLC (V000002537) 28883 NETWORK PLACE CHICAGO, IL 60673-1288														

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Blanket	156978	SHRED IT 16/17	07/18/2016	5/10/17 SHRED IT	05/10/2017	110	7900	390		9001			\$66.00
														\$66.00
SOUTHERN SPEECH THER (V000021003) P.O. BOX 483 APALACHICOLA, FL 32329-0483														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Blanket	157106	SOUTHERN SPEECH 16/17	08/02/2016	5/22-6/1/17 AK	06/01/2017	110	5200	310		0091	5307		\$1,984.00
														\$1,984.00
STRANGE, RHETTA (V000007717) PO BOX 168 CARRABELLE, FL 32322														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Standard	157397	R. STRANGE 16/17	09/27/2016	MAY 17 RS	05/31/2017	110	5100	390		0091	8237		\$100.00
														\$100.00
TAYLOR BUILDING (V000008701) P.O. BOX 605 EASTPOINT, FL 32328														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Standard	158305	MAY 2017 BLANKET	04/19/2017	PO 158305	05/31/2017	110	7800	510		9004			\$16.74
							110	8100	510		9007			\$1,128.93
														\$1,145.67

TELETECH ASSOCIATES (V000002597)

DBA TELETECH ASSOCIATES
PO BOX 637
RHINEBECK, NY 12572-0637

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Blanket	157541	ERATE 16/17	10/11/2016	TTFRNFY17.2	06/05/2017	110	7700	390		9001	8857		\$250.00
														\$250.00

TERMINIX INTERNATIONAL (V000004002)

P O BOX 742592
CINCINNATI, OH 45274-2592

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Standard	157141	TERMINEX 16/17	08/09/2016	5/26/17 TERMINEX	05/26/2017	110	7900	390		0091			\$86.00
														\$86.00

THARPE, JACQUELIN (E019090444)

45 BEGONIA ST.
APT# 303
EASTPOINT,, FL 32328

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110					GED REFUND JT	05/23/2017	110			461		8107		\$28.50
														\$28.50

TIMOTHY CARROLL (T000005058)

669 CYPRESS LANE
EASTPOINT, FL 32328

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
------------	---------	------	---------	---------	-----------	--------------	------	----------	--------	---------	----------	---------	---------	--------

AP RUN 6/6/17 110	Blanket	158434	TJ	05/25/2017	5/23/17 TJC	05/23/2017	110	5400	310		0022	8217		\$60.00
														\$60.00
VENABLE, SHANNON (E019100465) 126 SHAROL COURT CARRABELLE, FL 32322														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110					5/22/17 SV	05/22/2017	110	7700	330		9001			\$11.00
														\$11.00
VERIZON WIRELESS (V000000148) PO BOX 660108 DALLAS, TX 75266-0108														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Blanket	156995	VERIZON 16/17	07/19/2016	4/26-5/25/17 VERIZON	05/25/2017	110	7800	371		9004			\$823.01
							110	7700	371		9001			\$10.66
							110	7900	371		0091			\$31.98
							110	8100	371		9007			\$119.43
														\$985.08
WAKULLA CO. SCH. BD. (V000009421) P.O. BOX 100 ATTN: PAM LAWHON CRAWFORDVILLE, FL 32326														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Standard	158448	WAKULLA VISION 16/17	05/25/2017	8/23-12/20/16 WCSB	12/20/2016	110	5200	310		9009	5307		\$1,825.72
							110	5200	310		0091	5307		\$2,800.86
														\$4,626.58

WANDA TEAT COUNSELING (T000000005)

PO BOX 532

APALACHICOLA, FL 32329

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Blanket	157175	TEAT 16/17	08/16/2016	MAY 17 WT	05/31/2017	110	5200	310		0091	5307		\$438.75

\$438.75**WARD INTERNATIONAL (V000009509)**2101 PERIMETER ROAD
MOBILE, AL 36615

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Standard	158479	3023689	06/05/2017	3023689	05/23/2017	110	7800	550		9004			\$43.47

\$43.47**WASTE PRO (V000009921)**TALLAHASSEE
P O BOX 865212
ORLANDO, FL 32886-5212

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Blanket	157249	NEST GARBAGE 16/17	08/30/2016	MAY & JUNE 17 NEST	05/31/2017	110	7900	385		0091			\$609.90
AP RUN 6/6/17 110	Blanket	156998	WASTE PRO 16/17	07/19/2016	MAY & JUNE 17 WP	05/31/2017	110	7900	385		0091			\$2,717.41

\$3,327.31**WAYNE NASH (T000000102)**WAYNE NASH
839 CC LAND ROAD
EASTPOINT, FL 32328

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Blanket	158391	WAYNE	05/05/2017	5/16/17 WN	05/16/2017	110	5400	310		0022	8217		\$60.00
														\$60.00

WEX FLEET UNIVERSAL (V002359076)

PO BOX 6293
CAROL STREAM , IL 60197-6293

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 110	Standard	158397	MAY 20017 BLANKET	05/08/2017	5/17 WEX	05/31/2017	110	7800	450		9004			\$503.01
							110	7800	450		0091			\$369.13
							110	7800	460		9004			\$793.78
							110	8100	450		9007			\$572.26
														\$2,238.18

Grand Totals

Fund	Amount
110	\$379,374.78
Grand Totals: \$379,374.78	

Signature #1

Signature Date

Signature #2

Signature Date

Signatures confirm the Check and Invoice Reconciliation Reports match

PO BOX 198421
ATLANTA, GA 30384-8421

WASTE PRO (V000009921)

TALLAHASSEE
P O BOX 865212
ORLANDO, FL 32886-5212

[illegible]

Grand Totals	
Fund	Amount
410	\$41,295.83
Grand Totals: \$41,295.83	

Signature #1

Signature

Date

Signature #2

Signature

Date

Signatures confirm the Check and Invoice Reconciliation Reports match

KEVIN HAEUSSER (V000010012)

824 WEST GULF BEACH DR.
EASTPOINT, FL 32328

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 420	Blanket	158475	HAEUSSER 16/17	06/05/2017	5/22/17- 6/2/17 KH*	06/02/2017	110	6140	310		0091	5307		\$0.00
														\$0.00

APALACHICOLA BAY CHA (V000000183)

98 12TH STREET
APALACHICOLA, FL 32320

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 420	Standard	158470	MAY 17 IDEA	06/05/2017	MAY 17 IDEA ABC	05/31/2017	420	5200	221		9009	04767		\$43.24
							420	5200	121		9009	04767		\$2,793.11
							420	5200	151		9009	04767		\$0.00
							420	5200	210		9009	04767		\$179.08
							420	5200	220		9009	04767		\$184.84
							420	5200	233		9009	04767		\$32.88
							420	5200	232		9009	04767		\$3.74
							420	5200	590		9009	04767		\$559.65
							420	5200	231		9009	04767		\$494.26
AP RUN 6/6/17 420	Standard	158458	MAY 2017 TITLE 1	05/31/2017	MAY 17 TITLE I ABC	05/31/2017	420	5100	231		9009	04397		\$508.98
							420	5100	220		9009	04397		\$418.70
							420	5100	232		9009	04397		\$7.48
							420	5100	221		9009	04397		\$97.92
							420	5100	210		9009	04397		\$369.34
							420	5100	121		9009	04397		\$14,723.57
							420	5900	310		9009	04397		\$423.43
							420	5100	233		9009	04397		\$51.00

AP RUN 6/6/17 420	Standard	158474	MAY 2017 TITLE II	06/05/2017	MAY 17 TITLE II ABC	05/31/2017	420	6400	730		9009	04187		\$150.00
							420	6400	330		9009	04187		\$1,097.00
														\$22,138.22
CENTRAL RESTURANT PR (V000001525) PO BOX 78070 INDIANAPOLIS, IN 46278-0070														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 420	Standard	158346	CULINARY SUPPLIES	05/01/2017	11549961	06/01/2017	420	5300	641		0091	04457		\$3,765.77
														\$3,765.77
FRANKLIN CO. SCHOOLS (V000003086) 1250 HWY 98 EASTPOINT, FL 32328														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 420	Standard	158427	Varsity Cheerleading- Homeless	05/22/2017	PO 158427	05/22/2017	420	6100	510		9001	04817		\$619.00
														\$619.00
JURASSIC QUEST-TWO, LLC (V003164662) 6046 FM 2920 RD #516 SPRING, TX 77379														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 420	Standard	158463	Jurassic quest field trip	05/31/2017	PO 158463	05/31/2017	420	7800	330		9004	04777		\$3,410.00
														\$3,410.00

KATHLEEN OROPALLO / EDUSAOR LEARNING CORP (V003069874)

PO BOX 3219
ZEPHYRHILLS, FL 33539

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 420	Standard	158371	EDUSOAR 5/31/17	05/03/2017	5/31/17 TRAINING	05/31/2017	420	6400	310		0091	04187		\$2,000.00
														\$2,000.00

KEVIN HAEUSSER (V000010012)

824 WEST GULF BEACH DR.
EASTPOINT, FL 32328

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 420	Blanket	158475	HAEUSSER 16/17	06/05/2017	5/22/17- 6/2/17 KH*	06/02/2017	420	6140	310		0091	04767		\$537.89
														\$537.89

LITTLEBITS ELECTRONICS, INC (V003153943)

DEPT CH 19896
PALATINE , IL 60055-9896

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 420	Standard	158411	Littlebits - summer	05/16/2017	50766	05/17/2017	420	5100	510		0091	04777		\$1,690.95
														\$1,690.95

QUILL CORP. (V000007251)

P.O. BOX 37600
PHILADELPHIA, PA 19101-0600

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
------------	---------	------	---------	---------	-----------	--------------	------	----------	--------	---------	----------	---------	---------	--------

AP RUN 6/6/17 420	Standard	158414	Quill - first aid sumer	05/16/2017	PO 158414	05/16/2017	420	5100	510		0091	04777		\$75.86
														\$75.86
SCHOLASTIC INC (V000007539) P.O. BOX 3720 JEFFERSON CITY, MO 65102														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 420	Standard	158408	Scholastic Math	05/15/2017	PO 158408	05/15/2017	420	5100	510		0091	04777		\$390.42
														\$390.42
Grand Totals														
Fund														Amount
110														\$0.00
420														\$34,628.11
Grand Totals:														\$34,628.11

Signature #1

Signature Date

Signature #2

Signature Date

Signatures confirm the Check and Invoice Reconciliation Reports match

APALACHICOLA BAY CHA (V000000183)

98 12TH STREET
APALACHICOLA, FL 32320

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 6/6/17 370/340					5/25/17 PECO EFT	05/25/2017	340	7400	682		9009	34097		\$13,033.00
														\$13,033.00
Grand Totals														
Fund														Amount
340														\$13,033.00
Grand Totals:														\$13,033.00

Signature #1

Signature #2

Signature_____
Date_____
Signature_____
Date

Signatures confirm the Check and Invoice Reconciliation Reports match

Rumberger
KIRK & CALDWELL

Lincoln Plaza, Suite 1400
300 South Orange Avenue (32801)
Post Office Box 1873
Orlando, Florida 32802-1873

May 22, 2017

Telephone 407.872.7300
Telecopier 407.841.2133

Shannon Venable
Franklin County School District
85 School Road, Suite 1
Eastpoint, FL 32328

RE: Franklin County School District In Re: Union Negotiations and Law Law
Consulting

Our File No.: F280 – 117641

Dear Ms. Venable:

Enclosed is our interim invoice number 840495 dated May 22, 2017 in the total amount of \$1,960.28, which breaks down as follows:

Current Fees:	\$	1,885.50
Current Costs:	\$	74.78
Total Amount Due:	\$	<u>1,960.28</u>

If this billing meets with your approval, we would appreciate receiving payment within thirty days. Should you have any questions, please do not hesitate to give us a call.

Very truly yours,


Leonard J. Dietzen, III

Enclosure

Rumberger, Kirk & Caldwell
Accounting Office
P.O. Box 1873
Orlando, FL 32802

Our Federal ID No.: 59-2089901

May 22, 2017

Shannon Venable
Franklin County School District
85 School Road, Suite 1
Eastpoint, FL 32328

Our File No.: F280 - 117641

Invoice No: **840495**

Current Amount Due:	\$	1,960.28
Through April 30, 2017:		
Total Amount Due:	\$	<u>1,960.28</u>

Franklin County School District In Re: Union Negotiations and Law Law Consulting

Legal Services Rendered Through April 30, 2017

<i>Current Legal Fees</i>		
Date	Lkpr	Time
04-04-2017	LJD	0.4
telephone conference with Karen Peddie regarding Union issues and bus drivers.		
04-06-2017	LJD	0.3
Emails from Karen Peddie regarding Union issues; replied to same		
04-10-2017	CTD	0.2
I did LSPA contract with LVD changes.		
04-10-2017	LJD	0.2
Emails to and from Karen Peddie regarding Union		

bargaining issues.

04/10/2017	LJD	Telephone conference with Karen Peddie and Shannon Venable regarding negotiation issues; drafted email to Karen Peddie and Shannon Venable regarding pay proposal; prepared for negotiations.	1.1
04/10/2017	LJD	Traveled to Franklin School Board; attended negotiations; met with Karen Peddie; traveled back to Tallahassee.	5.0
04/11/2017	LJD	Reviewed Tony Gentile's summary of bargaining agreements; drafted email to Karen Peddie and Shannon Venable regarding same.	0.4
04/12/2017	LJD	Reviewed MOU regarding bereavement leave and executed same.	0.2
04/19/2017	CD	Edit FCTA Bargaining contract with tentative agreements from 4/10/17 bargaining session.	0.5
04/19/2017	LJD	Emails to and from Karen Peddie regarding Union issues.	0.2
04/20/2017	LJD	Reviewed email from Karen Peddie regarding Union issue; replied.	0.2
04/24/2017	LJD	Telephone conference with Karen Peddie regarding unit clarification petition.	0.2
04/24/2017	LJD	Reviewed Chapter 447.203 regarding exemption.	0.1
04/24/2017	LJD	Conducted legal research on unit clarification issues and confidential employee; drafted email to Karen Peddie regarding issues with unit clarification petition.	0.9

Invoice No.: 840495

May 22, 2017

Page 3

Timekeeper Summary

<u>Timekeeper</u>	<u>Hours</u>	<u>Rate</u>	<u>Total</u>
Leonard J. Dietzen, III	9.2	\$ 200.00	\$ 1,840.00
Carlie Duquette	0.7	\$ 65.00	\$ 45.50
Total Hours and Fees:	9.9		\$ 1,885.50

Timekeeper Summary by Rank

<u>Timekeeper Rank</u>	<u>Hours</u>	<u>Total</u>
Senior Partner	9.2	\$ 1,840.00
Legal Assistant	0.7	\$ 45.50
Total Fees by Rank:		\$ 1,885.50

Advanced Costs

<u>Date</u>	<u>Description</u>	<u>Amount</u>
04/10/17	MILE - VENDOR: Leonard J. Dietzen INVOICE#: 1764326505031859 DATE: 04/10/2017 Travel for bargaining, Roundtrip Mileage to Apalachicola	\$ 74.78
	Total Client Costs Advanced:	\$ 74.78

Bill Summary

Current Legal Fees:	\$ 1,885.50
Current Costs:	\$ 74.78
Current Amount Due:	\$ 1,960.28
Total Amount Due:	\$ 1,960.28

Rumberger, Kirk & Caldwell
Accounting Office
P.O. Box 1873
Orlando, FL 32802

Our Federal ID No.: 59-2089901

05/22/17

Shannon Venable
Franklin County School District
85 School Road, Suite 1
Eastpoint, FL 32328

Our File No.: F280 - 117641

Invoice No.: 840495

Current Amount Due: \$ 1,960.28
Through 04/30/2017

Previous Balance Due: \$ 0.00

Total Amount Due: \$ 1,960.28

Franklin County School District In Re: Union Negotiations and Law Law Consulting

Legal Services Rendered Through 04/30/2017

**REMITTANCE ADVICE
PLEASE RETURN THIS PAGE**



Franklin County District Schools

85 School Rd., Suite 1

Eastpoint, FL 32328

Superintendent Traci Moses

tmoses@franklin.k12.fl.us

(850)670-2810 ex. 4111

Mrs. Traci Moses, Superintendent:

School Board Members:

Attached you will find the bills list for 06/20/17. If you have any questions, please call the finance office at 670-2810.

General Fund:	\$56,926.63
School Food Service:	\$1,748.86
Federal Fund:	\$27,118.56
Capital Projects:	\$540.00

Total	\$86,334.05
--------------	--------------------

DISTRICT 1
GEORGE THOMPSON

DISTRICT 2
PAM MARSHALL

DISTRICT 3
TERESA ANN MARTIN

DISTRICT 4
STACY KIRVIN

DISTRICT 5
CARL WHALEY

The Franklin County School District does not discriminate on the basis of race, color, national origin, gender, age, disability, pregnancy or marital status in its educational programs, services or activities, or in its hiring or employment practices. The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boy Scouts of America Equal Access Act. Questions, complaints or request for additional information regarding discrimination or harassment may be sent to: Karen Peddie, Director of Human Resources, 85 School Road, Eastpoint, Florida 32328 850-670-2810 X 4101, kpddie@franklin.k12.fl.us

AMAZON.COM (V000001098)

P. O. BOX 530958
ATLANTA, GA 30353-0958

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 110	Standard	158374	MINUTE BOOKS	05/05/2017	PO 158374	05/05/2017	110	7100	510		9001			\$98.24
A/P RUN 6/20/17 110	Standard	158390	Cables, CPU, Monitor, etc	05/05/2017	PO 158390**	05/05/2017	110	7400	644		0091	7517		\$-1.00
A/P RUN 6/20/17 110	Standard	158398	Speakers and Microphone	05/09/2017	PO 158398	05/09/2017	110	7400	644		0091	7517		\$249.88
A/P RUN 6/20/17 110	Standard	158412	AMAZON	05/16/2017	PO 158412	05/16/2017	110	7900	590		0091			\$513.03
A/P RUN 6/20/17 110	Standard	158418	Toner, mouse, cables, screens, mic	05/16/2017	PO 158418	05/16/2017	110	5100	510		0091			\$126.38
							110	7400	644		0091	7517		\$1,009.91
							110	5100	510		0091	7517		\$69.55
A/P RUN 6/20/17 110	Standard	158455	WATER COOLER	05/31/2017	PO 158455	05/31/2017	110	7700	510		9001			\$259.94
														\$2,325.93

ANDERSON MFG, INC (V003149996)

3360 HWY 112 SOUTH
CAMILLA, MI 31730

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 110	Standard	158345	DUMP TRAILER	04/28/2017	49715	06/15/2017	110	7400	641		9001			\$16,308.50
														\$16,308.50

AUTOMOTIVE COLLISION CENTER (V003107030)

1664 GA HWY 93 S
CAIRO, GA 39828

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 110	Standard	158199	Action Collision Center	03/28/2017	10218	04/26/2017	110	7800	390		9004			\$6,058.55

														\$6,058.55
BRIAN STEPHEN HARDY (V001632206) PO BOX 612 CARRABELLE, FL 32322														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 110	Blanket	158322	BRIAN	04/24/2017	5/25 & 6/1/17 BH	06/01/2017	110	5400	310		0022	8217		\$120.00
														\$120.00
C & G SPORTING GOODS (V000001351) 137 HARRISON AVENUE PANAMA CITY, FL 32401														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 110	Standard	158481	RETIREE PLAQUES	06/05/2017	21656	06/09/2017	110	7100	510		9001			\$170.00
														\$170.00
CARDIOLOGY & INTERNA (V000001727) 155 AVENUE E APALACHICOLA, FL 32320														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 110	Standard	157908	COASTAL CARDIOLOGY & INTERNAL MEDICINE	01/17/2017	48	02/23/2017	110	7800	730		9004			\$125.00
														\$125.00
CENTENNIAL BANK VISA (V000009337) PO BOX 31021 TAMPA, FL 33631														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount

A/P RUN 6/20/17 110	Standard	158395	CENTENNIAL-- Sam's SR Flowers	05/08/2017	PO 158395	05/08/2017	110	5100	510		0091			\$187.96
A/P RUN 6/20/17 110	Standard	157960	MOSES TRAVEL 5/16- 5/18/17	01/31/2017	PO 157960	05/09/2017	110	7700	330		9001			\$338.00
														\$525.96
ELITE SERVICES (V000002973) D/B/A ELITE SERVICES 5330 BAYSIDE DRIVE ORLANDO, FL 32819														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 110	Standard	158486	Elite Services (April through June)	06/08/2017	20172200/20171311	06/06/2017	110	7700	730		9001			\$385.00
														\$385.00
FL.DEPT. OF LAW ENFO (V000003499) PO DRAWER 1489 TALLAHASSEE, FL 32302														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 110	Standard	158495	May FDLE (FP Retention)	06/13/2017	PO 158495	06/13/2017	110	7730	730		9001	8837		\$78.00
							110	7730	730		9009	8837		\$12.00
														\$90.00
FRANKLIN CO. LND FIL (V000003426) 33 MARKET STREET SUITE 203 APALACHICOLA, FL 32320														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 110	Standard	158504	205795	06/19/2017	205795	06/14/2017	110	7900	385		0091			\$122.85
														\$122.85

GCSC (V000003644)

GULF COAST STATE COLLEGE
5230 WEST HIGHWAY 98
PANAMA CITY, FL 32401

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 110	Standard	158488	TEXTBOOKS	06/12/2017	PO 158488	06/12/2017	110	5100	520		0091	7207		\$9,547.40
														\$9,547.40

JACKSON ACE HARDWARE (V000004751)

PO BOX L
712 NW AVENUE A
CARRABELLE, FL 32322

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 110	Standard	158306	MAY 2017 BLANKET	04/19/2017	5700 5/31/17	05/31/2017	110	8100	510		9007			\$138.14
							110	7900	510		0091			\$0.00
														\$138.14

JONES BONNIE (E019080459)

445 23RD AVENUE
APALACHICOLA, FL 32320

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 110					5/19/17 BJ	05/19/2017	110	7700	330		9004	9107		\$19.00
														\$19.00

KEVIN HAEUSSER (V000010012)

824 WEST GULF BEACH DR.
EASTPOINT, FL 32328

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
------------	---------	------	---------	---------	-----------	--------------	------	----------	--------	---------	----------	---------	---------	--------

A/P RUN 6/20/17 110	Blanket	158475	HAEUSSER 16/17	06/05/2017	6/5-6/15/17 KH	06/15/2017	110	6140	310		0091	5307		\$2,922.66
														\$2,922.66

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 110	Standard	158502	N6589662	06/19/2017	N6589662	06/09/2017	110	7700	373		0091			\$171.54
							110	7700	373		9001			\$170.46
														\$342.00

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 110					5/19/17 MC	05/19/2017	110	7700	330		9004	9107		\$19.00
														\$19.00

[illegible]

NEOLA, INC (V000002581)

3914 CLOCK POINTE TRAIL
SUITE 103
STOW, OH 44224

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 110	Blanket	156983	NEOLA 16/17	07/18/2016	63488	06/15/2017	110	7100	310		9001			\$1,600.00
														\$1,600.00

NORTHWEST REGIONAL (V000006255)

2048 EAST PAUL DIRAC DR
TALLAHASSEE, FL 32310

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 110	Blanket	156981	NW REGIONAL DATA 16/17	07/18/2016	7287	06/08/2017	110	8200	360		9001			\$167.45
														\$167.45

PANAMA BUSINESS MACH (V000007241)

505 W. 15TH STREET
PANAMA CITY, FL 32401

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 110	Blanket	156988	PANAMA BUSINESS 16/17	07/18/2016	204592 / 204691	06/15/2017	110	7700	390		9001	8607		\$14.89
														\$14.89

PERMA-BOUND (V000006672)

617 E VANDALIA RD
JACKSONVILLE, IL 62650-3599

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
------------	---------	------	---------	---------	-----------	--------------	------	----------	--------	---------	----------	---------	---------	--------

A/P RUN 6/20/17 110	Standard	158283	PERMA- BOUND--- PATTY	04/18/2017	PO 158283	04/26/2017	110	5100	610		0091	7217		\$999.06
														\$999.06
PLAYGROUND MUSIC CEN (V000007236) 429 MARY ESTHER CUTOFF FORT WALTON BCH, FL 32548														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 110	Standard	158140	PLAYGROUND MUSIC CENTER-- BLANKET	03/08/2017	M1674299/1677378	05/19/2017	110	5100	390		0091			\$756.60
														\$756.60
POSITIVE PROMOTIONS (V000006712) PO BOX 11537 NEWARK, NJ 07101-4537														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 110	Standard	158364	POSITIVE PROMOTIONS- TEACHERS APPRECIATION	05/01/2017	PO 158364	05/01/2017	110	5100	510		0091	8716		\$804.03
														\$804.03
PROFORMA PRINT SOURC (V000007273) PO BOX 640814 CINCINNATI, OH 45264-0814														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 110	Standard	158381	CHECKS / DIRECT DEPOSIT	05/05/2017	9091401116/5	05/18/2017	110	7500	510		9001			\$1,226.76
														\$1,226.76

SOUTHERN SPEECH THER (V000021003)

P.O. BOX 483
APALACHICOLA, FL 32329-0483

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 110	Blanket	157106	SOUTHERN SPEECH 16/17	08/02/2016	6/5-6/15/17 AK	06/15/2017	110	5200	310		0091	5307		\$2,496.00
														\$2,496.00

SYNOVIA SOLUTIONS LL (V000021013)

C/O BMO HARRIS BANK
BIN141978 PO BOX 1627
INDIANAPOLIS, IN 46206-1627

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 110	Blanket	157479	16/17 BLANKET	10/04/2016	JUNE 17 SYNOVIA	06/13/2017	110	7800	379		9004			\$532.00
														\$532.00

TAYLOR COUNTY SCHOOL (V000002501)

TAYLOR COUNTY SCHOOL BD
318 N CLARK STREET
PERRY, FL 32347

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 110	Blanket	157560	TAYLOR CO 16/17	10/13/2016	4/26-5/26/17	05/26/2017	110	5200	310		9009	5307		\$568.44
							110	5200	310		0091	5307		\$612.73
														\$1,181.17

TERMINIX INTERNATION (V000004002)

P O BOX 742592
CINCINNATI, OH 45274-2592

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
------------	---------	------	---------	---------	-----------	--------------	------	----------	--------	---------	----------	---------	---------	--------

A/P RUN 6/20/17 110	Standard	157141	TERMINEX 16/17	08/09/2016	6511497	05/26/2017	110	7900	390		0091			\$253.00
														\$253.00
TIMOTHY CARROLL (T000005058) 669 CYPRESS LANE EASTPOINT, FL 32328														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 110	Blanket	158434	TJ	05/25/2017	5/30 & 6/8/17 TJC	06/08/2017	110	5400	310		0022	8217		\$135.00
														\$135.00
VERIZON WIRELESS (V000000148) PO BOX 660108 DALLAS, TX 75266-0108														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 110	Blanket	156995	VERIZON 16/17	07/19/2016	5/2-6/1/17 VERIZON	06/01/2017	110	8100	371		9007			\$60.37
							110	7800	371		9004			\$309.47
														\$369.84
WAYNE NASH (T000000102) WAYNE NASH 839 CC LAND ROAD EASTPOINT, FL 32328														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 110	Blanket	158430	WAYNE	05/25/2017	6/6 & 6/13/17 WN	06/13/2017	110	5400	310		0022	8217		\$120.00
														\$120.00
Grand Totals														
Fund														Amount
110														\$56,926.63

		Grand Totals:	\$56,926.63
--	--	----------------------	--------------------

Signature #1

Signature #2

Signature

Date

Signature

Date

Signatures confirm the Check and Invoice Reconciliation Reports match

AMAZON.COM (V000001098)

P. O. BOX 530958
ATLANTA, GA 30353-0958

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 410	Standard	158422	AMAZON/TABLET2	05/19/2017	PO 158422	05/19/2017	410	7600	643		9003			\$1,469.93
A/P RUN 6/20/17 410	Standard	158426	AMAZON/AWNING	05/19/2017	PO 158426	05/19/2017	410	7600	510		9003			\$278.93
														\$1,748.86

Grand Totals

Fund	Amount
410	\$1,748.86
Grand Totals:	\$1,748.86

Signature #1

Signature_____
Date

Signature #2

Signature_____
Date

Signatures confirm the Check and Invoice Reconciliation Reports match

AMAZON.COM (V000001098)

P. O. BOX 530958
ATLANTA, GA 30353-0958

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 420	Standard	158415	amazon - summer	05/16/2017	PO 158415	05/16/2017	420	5100	510		0091	04777		\$1,576.69
														\$1,576.69

APALACHICOLA BAY CHA (V000000183)

98 12TH STREET
APALACHICOLA, FL 32320

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 420	Standard	158501	JUNE 17 TITLE II	06/19/2017	JUNE 17 TITLE II ABC	06/19/2017	420	6400	128		9009	04187		\$1,679.87
														\$1,679.87

BEYOND PLAY (V000001261)

1442-A WALNUT STREET
#52
BERKELEY, CA 94709

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 420	Standard	158460	Beyond Play	05/31/2017	621902	06/01/2017	420	5200	510		0091	04517		\$261.74
														\$261.74

CASPER (V000009947)

4110 NW 64TH STREET
GAINESVILLE, FL 32606

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 420	Standard	158433	Casper - formative	05/25/2017	CSP- 15493	05/20/2017	420	6300	310		0091	04777		\$4,000.00

														\$4,000.00
CENTENNIAL BANK VISA (V000009337) PO BOX 31021 TAMPA, FL 33631														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 420	Standard	158490	2017 AFTERSCHOOL KICKOFF CONF.	06/12/2017	PO 158490	06/12/2017	420	6400	330		0091	04777		\$303.76
														\$303.76
CHARACTER COUNTS! (V003162901) P.O. BOX 5403 COMPTON, CA 90222														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 420	Standard	158453	Character Counts Summer	05/25/2017	CC- 013327	05/26/2017	420	5100	510		0091	04777		\$1,192.00
														\$1,192.00
FAIRPOINT COMMUNICAT (V000007663) COMMUNICATIONS PO BOX 580028 CHARLOTTE, NC 28258-0028														
Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 420	Standard	158492	NEST FAIRPOINT	06/13/2017	PO 158492	06/13/2017	420	7700	370		0091	04777		\$59.13
														\$59.13

GULF COUNTY SCHOOL BOARD (V003024044)

150 MIDDLE SCHOOL RD.
PORT. ST. JOE, FL 32456

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 420	Standard	158485	MCKAY STUDENTS	06/08/2017	1	06/06/2017	420	5200	310		0091	04767		\$937.64
														\$937.64

MEDIACOM (V000006401)

PO BOX 105407
ATLANTA, GA 30348-5407

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 420	Standard	158493	NEST MEDIACOM	06/13/2017	PO 158493	06/13/2017	420	7700	370		0091	04777		\$199.95
														\$199.95

MINDWORKS RESOURCES (V000021022)

P.O. BOX 2771
COPELL, TX 75019

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 420	Standard	158417	Mindworks - summer 2017	05/16/2017	115229	05/17/2017	420	5100	510		0091	04777		\$6,780.00
														\$6,780.00

PAEC (V000006660)

753 WEST BOULEVARD
CHIPLEY, FL 32428

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
------------	---------	------	---------	---------	-----------	--------------	------	----------	--------	---------	----------	---------	---------	--------

A/P RUN 6/20/17 420	Standard	158151	Propel Beginning Teacher Program	03/10/2017	31358	06/05/2017	420	6400	310		0091	04187		\$800.00
------------------------	----------	--------	---	------------	-------	------------	-----	------	-----	--	------	-------	--	----------

\$800.00

QUILL CORP. (V000007251)

P.O. BOX 37600
PHILADELPHIA, PA 19101-0600

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 420	Standard	158480	QUILL	06/05/2017	7314823	06/06/2017	420	5200	510		0091	04517		\$129.99

\$129.99

SCHOLASTIC INC (V000007539)

P.O. BOX 3720
JEFFERSON CITY, MO 65102-3720

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 420	Standard	158416	Lit Camp	05/16/2017	15121004	05/20/2017	420	5100	510		0091	04777		\$5,572.08
A/P RUN 6/20/17 420	Standard	158464	Lit Camp 2	05/31/2017	15232564	06/07/2017	420	5100	510		0091	04777		\$1,278.00

\$6,850.08

STEMFINITY, LLC (V000007610)

504 S. 11TH STREET
BOISE, ID 83702

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 420	Standard	158461	mango math	05/31/2017	9564	06/12/2017	420	5100	510		0091	04777		\$1,027.79

\$1,027.79

SUMBLOX GROUP LLC (V003166054)PO BOX 445
PARADISE, UT 84328

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 420	Standard	158462	sumblox	05/31/2017	201600409	06/05/2017	420	5100	510		0091	04777		\$1,319.92
														\$1,319.92
Grand Totals														
Fund														Amount
420														\$27,118.56
Grand Totals:														\$27,118.56

Signature #1

Signature Date

Signature #2

Signature Date

Signatures confirm the Check and Invoice Reconciliation Reports match

BROOKS BUILDING SOLU (V000001300)

4501 BEVERLY AVE
JACKSONVILLE, FL 32210

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
A/P RUN 6/20/17 370	Blanket	157068	BROOKS BUILDING 16/17	07/28/2016	24336	06/07/2017	370	7400	682		0091	37915		\$540.00
														\$540.00
Grand Totals														
Fund														Amount
370														\$540.00
Grand Totals:														\$540.00

Signature #1

Signature_____
Date

Signature #2

Signature_____
Date

Signatures confirm the Check and Invoice Reconciliation Reports match

SANDERS AND DUNCAN, P.A.
P.O. BOX 157
80 MARKET ST.
APALACHICOLA, FLORIDA 32329

Ph: 850-653-8976

Fax: 850-653-8743

Franklin County School Board
 Attn: Accounts Payable
 85 School Road, Suite 1
 Eastpoint, FL 32328

June 12, 2017

Matter #: 88-001
 Inv #: 30511

Re: Monthly Invoice

DATE	DESCRIPTION	HOURS	AMOUNT	LAWYER
05/01/2017	Telephone call from re: Employee; Email to HR	0.20	25.00	BS
	Review agenda, minutes and literature	2.00	250.00	BS
	Finalize SRD agreement	0.10	12.50	BS
	To correct fee on 01/25/2017, invoice no. 30337		-187.50	DD
	To correct fee posted 02/01/2017, invoice no. 30337		-150.00	DD
05/02/2017	Emails re:	0.10	12.50	BS
05/03/2017	Telephone call to K. Peddie re: Criminal background	0.10	12.50	BS
	Telephone call to J. Gay re: Felons on campus	0.20	25.00	BS
	Emails to and from B. Fuentes re: EPWSD	0.30	37.50	BS
05/04/2017	Draft irrigation agreement and other EPWSD documents	1.00	125.00	BS
	Telephone call to D. Hartman re: Nest, emails re: Meeting	0.20	25.00	BS
05/05/2017	Email to L. Chipman requesting updated address for the parents of	0.10	9.50	DD
05/09/2017	Telephone call to re: Employee; Review material, email to HR	0.20	25.00	BS

	Telephone call to re: Employee	0.20	25.00	BS
05/10/2017	Email re: Foundation	0.10	12.50	BS
	Truancy issue	0.20	25.00	BS
	Email re: Meeting for EPWSD	0.10	12.50	BS
05/15/2017	Attend special meeting and workshop	2.30	287.50	BS
05/17/2017	Emails re: Denton Cove, meeting and request	0.50	62.50	BS
	Email to Superintendent re: Separate Counsel	0.10	12.50	BS
05/18/2017	Telephone call from S. Kirvin re:	0.10	12.50	BS
	Redraft final contract with EPWSD, email and telephone call with S. Venable	0.50	62.50	BS
05/22/2017	Email to L. Dietzen re: and evidence for form	0.20	25.00	BS
	Meeting with Superintendent and S. Summers re: Pending issues	1.00	125.00	BS
05/23/2017	Emails re: Denton Cove and description	0.40	50.00	BS
	Emails re: Use of stadium	0.20	25.00	BS
	Emails to and from L. Chipman re: Truancy of and status of attendance	0.20	19.00	DD
	Emails to and from L. Chipman re: Truancy of , and update about absence from school and referrals	0.20	19.00	DD
05/24/2017	Telephone call from S. Kirvin	0.20	25.00	BS
	Email to Jessica re: Attendance	0.10	12.50	BS
	Attend Court re: and continuance of case for status after summer break	0.30	28.50	DD
05/25/2017	Attend regular meeting	2.00	250.00	BS
	Telephone call from Superintendent re: Pending issues	0.20	25.00	BS
	Email to and from L. Chipman re: Follow up after court docket and status of case	0.10	9.50	DD

	Draft of status review order from court date and email to Judge's for signature	0.40	38.00	DD
05/26/2017	Emails re: Summer hours	0.20	25.00	BS
05/28/2017	Research and review of statutes, policies and codes for updated truancy checklist and draft of list	1.30	123.50	DD
05/31/2017	Telephone call to K. Peddie re: Yellow Folder	0.30	37.50	BS
	Issue: release	0.40	50.00	BS
	Attend Special meeting / Executive session	1.00	125.00	BS
	Totals	17.30	\$1,747.00	

DISBURSEMENTS

	Disbursements	Receipts
05/19/2017 Telephone charges	5.69	
05/31/2017 Photocopy expense	7.00	
Totals	\$12.69	\$0.00

Total Fees, Disbursements**\$1,759.69**

Previous Balance

\$3,637.48

Previous Payments

\$3,637.48

THANK YOU!**Balance Due Now****\$1,759.69**

Payments received after the last day of the month will be reflected on next month's invoice.

**FRANKLIN COUNTY SCHOOL BOARD
SPECIAL MEETING
WILLIE SPEED BOARD ROOM**

MAY 15, 2017

5:00 P.M.

MINUTES

BOARD MEMBERS PRESENT: Stacy Kirvin-Chair, Teresa Ann Martin-Vice Chair, Pam Marshall, George Thompson and Carl Whaley

OTHERS PRESENT: Traci Moses-Superintendent, Barbara Sanders-Board Attorney and Jessica Gay-Administrative Assistant

I. CALL TO ORDER-Chair Kirvin called the meeting to order at 5:07 p.m.

II. BOARD INFORMATION COMMENTS/DISCUSSION ITEMS

Mr. Kirvin noted that the heading should be BOARD ACTION ITEMS and Superintendent Moses agreed.

- A. Approve Early Release from Contract – Chip Clatto, Principal
Attorney Sanders brought to the Board's attention the two-fold action of releasing Mr. Clatto early from his contract and appointing Dr. Sue Summers as interim Principal for the remainder of the school year.

Motion by Thompson, seconded by Whaley to approve; Motion carried 5-0

- B. Request to Hire- Gerald Jenkins, K12 Physical Education Teacher
Mrs. Marshall noted that she would like to receive the letters of references in the future for employment applications.

Motion by Martin, seconded by Thompson to approve; Motion carried 4-1 (Marshall opposed)

- C. Request to Hire- John Cooper IV, ESE Teacher

Motion by Thompson, seconded by Whaley to approve; Motion carried 4-1 (Marshall opposed)

- D. Request to Hire- Uribe Ruben, Spanish Teacher

Motion by Whaley, seconded by Martin to approve; Motion carried 4-1 (Marshall opposed)

Chair Kirvin adjourned the meeting at 5:25 p.m.

FRANKLIN COUNTY SCHOOL BOARD
WORKSHOP
WILLIE SPEED BOARD ROOM
MAY 15, 2017
5:30 P.M.
MINUTES

BOARD MEMBERS PRESENT: Stacy Kirvin-Chair, Teresa Ann Martin-Vice Chair, Pam Marshall, George Thompson and Carl Whaley

OTHERS PRESENT: Traci Moses-Superintendent, Barbara Sanders-Board Attorney and Jessica Gay-Administrative Assistant

I. CALL TO ORDER-Chair Kirvin called the meeting to order at 5:30 p.m.

II. BOARD INFORMATION COMMENTS/DISCUSSION ITEMS

A. EPWSD- Irrigation Water agreement

Attorney Barbara Sanders presented the Interlocal Agreement Providing for Irrigation Water, Termination of Interlocal Agreement and Release and Termination of Easement to the Board. The agreement provides for the Board to pay Eastpoint Water and Sewer District \$52k and can be paid in a lump sum or payments. If paid in a lump sum, the rates will be locked in for 24 months. If paid in payments, the rates will be locked in for 12 months. Billy Fuentes from EPWSD discussed the agreements and noted that the EPWSD Board would prefer a lump sum payment due to the upfront engineering cost. Mr. Kirvin requested that Shannon Venable, Director of Finance, provide a recommendation to the Board on whether to pay the lump sum or in payments. Mr. Fuentes noted that he can propose a longer period for the rates to be locked if the \$52K is paid in a lump sum.

B. City of Carrabelle and The Nest

Attorney Sanders recapped her conversation with Mr. Hartman with two options which were given earlier: \$50k to fix up the field house and release the City from the contract or to house The Nest in the bus barn. Bud Strange, Facilities Manager, estimated \$4k in material to fix up the field house plus labor. Melanie Inzetta, Program Director for The Nest, spoke regarding the field house conditions as well as the condition of building where The Nest is currently housed. There is no air conditioning and major issues with the water. They are looking for ways to raise money to purchase portable air conditioning units. Superintendent Moses brought up issue of safety and long term use. Mr. Whaley asked what the issue was with the air conditioning in field house and suggested putting flex duct in. Mr. Kirvin asked if there was money for facilities refurbishment. Mrs. Inzetta said there is no money to purchase a building or refurbish but the grant may could be rewritten to allow for rental of space for program. The Board requested Mr. Strange provide a complete cost breakdown of renovating the field house. Attorney Sanders will have a conversation with Mr. Hartman regarding a livable space for the program. Attorney Sanders requested that Mr. Strange discuss the plumbing issue with the City of Carrabelle maintenance department.

C. Policy 6320 Revision

Superintendent Moses presented to the Board a revision to Policy 6320 in regards to purchase

FRANKLIN COUNTY SCHOOL BOARD
WORKSHOP
WILLIE SPEED BOARD ROOM
MAY 15, 2017
5:30 P.M.
MINUTES

BOARD MEMBERS PRESENT: Stacy Kirvin-Chair, Teresa Ann Martin-Vice Chair, Pam Marshall, George Thompson and Carl Whaley

OTHERS PRESENT: Traci Moses-Superintendent, Barbara Sanders-Board Attorney and Jessica Gay-Administrative Assistant

orders allowing the Director of Financial Services to take necessary steps to procure the materials, supplies, equipment, and services as necessary after Superintendent approval. Mr. Kirvin noted the change from \$2K to \$50K and questioned the need for bids for less than \$50K. Superintendent Moses said she believes this may be a typo and will check with Mrs. Venable.

D. PAEC Resolution and Contract for District Participation

Mr. Kirvin asked if our rate is based on FTE scores, same as every year. Superintendent Moses noted that she had explored our options and believes it is to our benefit to renew with PAEC. Mrs. Rudd discussed professional development aspect and what changes are being made.

E. Telephone System

Presentation by Cisco: Phone, Video and Security System

TJ Lewis and Josh Wesley presented the Cisco product displaying different security features and technology to include mass communication, panic buttons, facility based lock downs, evacuations and weather alerts. Mr. Kirvin noted the price difference in their product versus similar products on the market and requested a comparison with other companies.

F. Bus Barn

Bud Strange discussed repairing the roof of the bus barn by placing a pole barn over it. Mr. Strange will obtain three quotes for the pole barn to present before the Board.

G. Summer Hours

Superintendent Moses presented a proposed schedule for summer hours as follows:

7.25 hour employees will work 8:00-5:00 with a 30 minute lunch (8.5 hours)
7.50 hour employees will work 8:00-5:15 with a 30 minute lunch (8.75 hours)
8.00 hour employees will work 7:00-5:00 with a 30 minute lunch (9.5 hours)

The Board, Attorney Sanders and Superintendent Moses discussed the proposed hours and whether or not the union must approve. Superintendent Moses said she will have Mrs. Karen Peddie check in to this and present before the Board on the next regular meeting.

Chair Kirvin adjourned the workshop at 7:15 p.m.

**FRANKLIN COUNTY SCHOOL BOARD
REGULAR MEETING
WILLIE SPEED BOARD ROOM**

MAY 25, 2017

6:00 P.M.

MINUTES

Guiding students toward a brighter tomorrow

BOARD MEMBERS PRESENT: Stacy Kirvin-Chair, Teresa Ann Martin-Vice Chair, Pam Marshall, George Thompson and Carl Whaley

OTHERS PRESENT: Traci Moses-Superintendent, Barbara Sanders-Board Attorney and Jessica Gay-Administrative Assistant

- I. **CALL TO ORDER/ADOPTION OF AGENDA** - Chair Kirvin called the meeting to order at 6:00 p.m.

Remove the following item

Item XII – A. PAEC Resolution and Contract for District Participation

- II. **INVOCATION AND PLEDGE OF ALLEGIANCE-** Carl Whaley

Motion by Martin, seconded by Marshall to adopt agenda with changes; Motion carried 5-0.

COMMENTS/DISCUSSION ITEMS

- III. **TRACI MOSES-SUPERINTENDENT**

Superintendent Moses recognized Melinda Lombardino and her class for their music program. Ms. Lombardino introduced the three students representing the class and they performed two songs on their recorders.

Superintendent Moses congratulated Shannon Venable, Director of Finance, for her hard work in keeping a balanced budget, recognizing the District has not had to borrow funds in seven years.

- IV. **BOARD MEMBERS**

A. Board Training

1. Self-Evaluation
2. Master Board Certification

Mrs. Marshall inquired of Ms. Sanders' research an area of concern relating to disciplinary measures. Attorney Sanders agreed to look in to the matter further and get in touch with Mrs. Marshall.

**FRANKLIN COUNTY SCHOOL BOARD
REGULAR MEETING
WILLIE SPEED BOARD ROOM**

MAY 25, 2017

6:00 P.M.

MINUTES

Guiding students toward a brighter tomorrow

BOARD MEMBERS PRESENT: Stacy Kirvin-Chair, Teresa Ann Martin-Vice Chair, Pam Marshall, George Thompson and Carl Whaley

OTHERS PRESENT: Traci Moses-Superintendent, Barbara Sanders-Board Attorney and Jessica Gay-Administrative Assistant

Mrs. Marshall inquired as to what changes the Board has to approve on the position control document. Superintendent Moses noted that no changes have been made at this time.

Ms. Martin suggested having registration in Carrabelle to accommodate the families who live there and are not able to travel to the school.

Ms. Martin suggested using different methods in getting information out regarding scholarships. She suggested guidance provide information ahead of time. Superintendent Moses noted the advisors program will assist with this as well.

Ms. Rudd spoke of the advisors program and how each child will have one advisor that will follow them throughout high school.

V. BARBARA SANDERS-BOARD ATTORNEY- Had nothing to bring before the Board.

VI. PUBLIC/VISTOR COMMENTS

The Franklin County School Board welcomes you to this meeting. This is time set aside for the Citizens of Franklin County to address the School Board. Your participation is welcomed and appreciated.

1. Bonnie Davis spoke in opposition of Denton Cove, Permit Authorization.
2. Jaime Liang spoke in opposition of Denton Cove, Permit Authorization, noting she believed Denton Cove to be asking the Board to do something they did not have authority to do.
3. Diane Brewer spoke in opposition of Denton Cove, Permit Authorization, due to involving historical plats and streets.
4. Despina George spoke urging the Board to be certain the parcel id on the Permit Authorization is for the exact parcel previously conveyed by the contract.

**FRANKLIN COUNTY SCHOOL BOARD
REGULAR MEETING
WILLIE SPEED BOARD ROOM**

MAY 25, 2017

6:00 P.M.

MINUTES

Guiding students toward a brighter tomorrow

BOARD MEMBERS PRESENT: Stacy Kirvin-Chair, Teresa Ann Martin-Vice Chair, Pam Marshall, George Thompson and Carl Whaley

OTHERS PRESENT: Traci Moses-Superintendent, Barbara Sanders-Board Attorney and Jessica Gay-Administrative Assistant

BOARD ACTION ITEMS

VII. CONSENT ITEMS

- A. Bills 5-10-2017 \$345,712.27
- B. Minutes 3-6-2017 Special Meeting
- C. Minutes 4-17-2017 FCSB Workshop
- D. Minutes 4-20-2017 Special Meeting
- E. Minutes 4-27-2017 Regular Meeting

Motion by Martin, seconded by Marshall to approve items VII-A, B, C, D and E; Motion carried 5-0.

VIII. TRACI MOSES-SUPERINTENDENT

- A. Denton Cove, Permit Authorization

Attorney Sanders discussed her communication with Attorney Dietzen regarding the legal description referenced in the document to be signed. Attorney Sanders recommended the Board table the item until the May 31st Special Meeting in order to allow time for Mr. Dietzen to obtain the legal description of the property Denton Cove is asking the Board to act on. Attorney Sanders said at this time we do not know what land they are referring to in the documents they requested the Board to sign. Mr. Kirvin and Ms. Martin agreed that the Board needs clarity as to what they are asking them to sign.

Motion by Martin, seconded by Thompson to table Item VIII- A until May 31, 2017 Special Meeting; Motion carried 5-0.

- B. EPWSD Termination of ILA, Termination of Easement, and Irrigation Water Agreement

Motion by Whaley, seconded by Martin to approve EPWSD Termination of ILA; Motion carried 5-0.

**FRANKLIN COUNTY SCHOOL BOARD
REGULAR MEETING
WILLIE SPEED BOARD ROOM**

MAY 25, 2017

6:00 P.M.

MINUTES

Guiding students toward a brighter tomorrow

BOARD MEMBERS PRESENT: Stacy Kirvin-Chair, Teresa Ann Martin-Vice Chair, Pam Marshall, George Thompson and Carl Whaley

OTHERS PRESENT: Traci Moses-Superintendent, Barbara Sanders-Board Attorney and Jessica Gay-Administrative Assistant

Attorney Sanders noted the issue of the lump sum payment has been resolved and the lump sum payment will be made.

Motion by Martin, seconded by Whaley to approve EPWSD Termination of Easement; Motion carried 5-0.

Mr. Kirvin clarified with Mr. Fuentes the property in which the easement pertained to.

Motion by Whaley, seconded by Thompson to approve EPWSD Irrigation Water Agreement; Motion carried 5-0.

IX. SCHOOL REPORT

A. Jill Rudd – Monthly Report (Non-Action)

Mrs. Rudd spoke with the Board regarding the following in detail.

- Teachers as Advisors Program
- Discipline report: proposed plan to help reduce discipline problems
- 2016-2017 Graduation rate is 92%
- Senior Information: 63% graduating with honors, 33% of the senior class will graduate with highest honors
- Dual enrollment hours: 982 hours @ \$96,972.50 plus the cost of books
- Projected FSA proficiency in relation to Discovery Education Progress Monitoring
- Paraprofessionals for each grade level and one in each inclusion classroom

Mr. Kirvin noted that we are in need of more paraprofessionals to ensure the students are getting the help that they need. Mrs. Rudd said we will be offering training to allow student teaching and this will assist in the classroom.

**FRANKLIN COUNTY SCHOOL BOARD
REGULAR MEETING
WILLIE SPEED BOARD ROOM**

MAY 25, 2017

6:00 P.M.

MINUTES

Guiding students toward a brighter tomorrow

BOARD MEMBERS PRESENT: Stacy Kirvin-Chair, Teresa Ann Martin-Vice Chair, Pam Marshall, George Thompson and Carl Whaley

OTHERS PRESENT: Traci Moses-Superintendent, Barbara Sanders-Board Attorney and Jessica Gay-Administrative Assistant

Superintendent Moses noted that there are paraprofessionals for every grade level and Mrs. Rudd will be assigning those for the upcoming year. Mr. Kirvin would like to see more staff support in the form of paraprofessionals to improve the education for our children. Superintendent Moses noted that the structure of the ESE department has been modified to provide additional support to the students in hopes to improve their progress.

X. SONJA BUFFKIN-TRANSPORTATION MANAGER

A. The Nest Summer Route Approval

Motion by Marshall, seconded by Martin to approve; Motion carried 5-0.

XI. TERRY HILTON-FOOD SERVICE DIRECTOR

A. May Director's Report (Non-Action)

Mrs. Hilton reported the food service department will be providing the Summer Feeding Program to feed kids during the summer. Mrs. Hilton noted new policy regulations in regards to unpaid meal charges and meal patterns for Pre-k next year. Mrs. Hilton announced that the food transit van will be decal wrapped at the end of the month, staff evaluations are complete and the food service staff will have an award presentation on May 18th.

XII. NICK O'GRADY

PAEC Resolution and Contract for District Participation *Item Removed*

XIII. KAREN PEDDIE-HUMAN RESOURCES DIRECTOR

A. May Director's Report (Non-Action)

B. Request to Hire: Teacher, Forrest Massey

Motion by Thompson, seconded by Martin to approve; Motion carried 5-0.

**FRANKLIN COUNTY SCHOOL BOARD
REGULAR MEETING
WILLIE SPEED BOARD ROOM**

MAY 25, 2017

6:00 P.M.

MINUTES

Guiding students toward a brighter tomorrow

BOARD MEMBERS PRESENT: Stacy Kirvin-Chair, Teresa Ann Martin-Vice Chair, Pam Marshall, George Thompson and Carl Whaley

OTHERS PRESENT: Traci Moses-Superintendent, Barbara Sanders-Board Attorney and Jessica Gay-Administrative Assistant

Mrs. Marshall asked if Ms. Massey had provided a list of her work experience. Mrs. Peddie said that she has multiple years of experience and the information is listed on the back of her application.

C. Request to Hire: PreK-12 Principal, Jill Rudd

Motion by Whaley, seconded by Thompson to approve; Motion carried 4-1 (Marshall opposed)

Mrs. Marshall noted her only concern is Mrs. Rudd's lack of experience with middle and high school students. Superintendent Moses said she is very confident in recommending Mrs. Rudd for the position.

D. Request to Hire: Nest: Enrichment Leader, J. Stultz

E. Request to Hire: Nest: Enrichment Leader, E. Grier

F. Resignation: T. Howard

G. Resignation: N. Clatto

Motion by Thompson, seconded by Marshall to approve Items XIII- D, E, F and G; Motion carried 5-0.

H. Recommendation for additional summer hours

Motion by Thompson, seconded by Marshall to approve; Motion carried 5-0.

I. Fairpoint Contract

Motion by Martin, seconded by Thompson to approve; Motion carried 5-0.

J. Extended Medical Leave: Y. Collins

Motion by Marshall, seconded by Whaley to approve; Motion carried 5-0.

K. Non-covered employee salary increase

Motion by Thompson, seconded by Marshall to approve; Motion carried 5-0.

L. Intent to Return: Katie-Morgan Hathcock

Motion by Thompson, seconded by Martin to approve; Motion carried 5-0.

M. Retirement: P. Golden (effective 8.31.17)

N. Retirement: L. Martin (effective 5.31.17)

O. Retirement: L. Taylor (effective 5.31.17)

**FRANKLIN COUNTY SCHOOL BOARD
REGULAR MEETING
WILLIE SPEED BOARD ROOM**

MAY 25, 2017

6:00 P.M.

MINUTES

Guiding students toward a brighter tomorrow

BOARD MEMBERS PRESENT: Stacy Kirvin-Chair, Teresa Ann Martin-Vice Chair, Pam Marshall, George Thompson and Carl Whaley

OTHERS PRESENT: Traci Moses-Superintendent, Barbara Sanders-Board Attorney and Jessica Gay-Administrative Assistant

Motion by Martin, seconded by Marshall to approve; Motion carried 5-0.

P. Summer Hours for District

Motion by Martin, seconded by Marshall to approve; Motion carried 5-0.

Q. Recommendation to Terminate- J. Dasher

Motion by Thompson, seconded by Whaley to approve; Motion carried 5-0.

XIV. BUD STRANGE

A. Bus Barn Roof

Mr. Strange presented another option for the bus barn roof, a spray foam membrane, plastic shield, oil based with a 50 year warranty. Board requested Mr. Strange obtain letters of recommendation.

B. Field House

Mr. Strange reported that there has been no upkeep to the field house and does not recommend trying to repair. Mr. Strange reported that he has fixed the air conditioning at The Nest site.

Mr. Strange reported that all GPS equipment has been installed on buses. The radios are in and should be installed at the first of June.

XV. SUE SUMMERS-SPECIAL PROGRAMS DIRECTOR

A. Gulf County Agreement

Motion by Thompson, seconded by Martin to approve; Motion carried 5-0.

B. FSU Cooperative Service Agreement

Motion by Marshall, seconded by Whaley to approve; Motion carried 5-0.

C. Leon and Franklin County Inter County Contracts 2017-18

**FRANKLIN COUNTY SCHOOL BOARD
REGULAR MEETING
WILLIE SPEED BOARD ROOM**

MAY 25, 2017

6:00 P.M.

MINUTES

Guiding students toward a brighter tomorrow

BOARD MEMBERS PRESENT: Stacy Kirvin-Chair, Teresa Ann Martin-Vice Chair, Pam Marshall, George Thompson and Carl Whaley

OTHERS PRESENT: Traci Moses-Superintendent, Barbara Sanders-Board Attorney and Jessica Gay-Administrative Assistant

Motion by Whaley, seconded by Martin to approve; Motion carried 5-0.

D. Transportation of Students - Request for Reimbursement for Mileage to Parent

Motion by Martin, seconded by Marshall to approve; Motion carried 5-0.

E. Accelify, LLC – Letter of Agreement

Motion by Martin, seconded by Whaley to approve; Motion carried 5-0.

Kirvin noted contract has Mrs. Marks as Superintendent and needs to be updated to reflect Superintendent Moses.

XVI. SHANNON VENABLE-FINANCIAL SERVICES DIRECTOR

A. Line of Credit Memo (Non-Action)

B. 3 Year Capital Outlay Projection

C. May Superintendent's Monthly Financial Report and Budget Amendment #8

Motion by Martin, seconded by Marshall to approve; Motion carried 5-0.

D. Property Disposal

Motion by Marshall, seconded by Whaley to approve; Motion carried 5-0.

E. CheckRedi

Motion by Thompson, seconded by Martin to approve; Motion carried 5-0.

F. Audit Report FEFP

Motion by Martin, seconded by Marshall to approve; Motion carried 5-0.

G. Request to Advertise board policy 6320

Motion by Martin, seconded by Whaley to approve; Motion carried 5-0.

XVII. ADJOURNMENT

Mr. Thompson brought up issue of employees working on Memorial Day.

Motion by Martin, seconded by Whaley to adjourn; Motion carried 5-0.

**FRANKLIN COUNTY SCHOOL BOARD
SPECIAL MEETING
WILLIE SPEED BOARD ROOM**

MAY 31, 2017

5:00 P.M.

MINUTES

BOARD MEMBERS PRESENT: Stacy Kirvin-Chair, Teresa Ann Martin-Vice Chair, Pam Marshall and George Thompson

BOARD MEMBERS ABSENT: Carl Whaley

OTHERS PRESENT: Traci Moses-Superintendent, Barbara Sanders-Board Attorney and Jessica Gay-Administrative Assistant

- I. CALL TO ORDER-**Chair Kirvin called the meeting to order at 5:00 p.m.

Remove the following item

II-A. Request to Hire 5th Grade Teacher- Malinda Alexander

Add the following item

II-G. Summer Hours- Paul Bankston, Paraprofessional

II. BOARD ACTION ITEMS

A. Request to Hire 5th Grade Teacher- Malinda Alexander (**removed at meeting**)

B. Request to Hire 1st Grade Teacher- Pamela Hanks

Motion by Martin, seconded by Marshall to approve item II-B; Motion carried 4-0

C. Request to Hire Science Teacher- Fred Maughan

Motion by Thompson, seconded by Martin to approve item II-C; Motion carried 4-0

D. Request to Hire 4th Grade Teacher- Lacey Strickland

Motion by Thompson, seconded by Marshall to approve item II-D; Motion carried 4-0

E. Retirement- Jeanette Malone

Motion by Marshall, seconded by Thompson to approve item II-E; Motion carried 4-0

F. Denton Cove, Permit Authorization

Attorney Sanders notified the Board that Denton Cove has withdrawn their request for the Board to execute the Permit Authorization; No action required.

G. Summer Hours-Paul Bankston, Paraprofessional (**added at meeting**)

Motion by Martin, seconded by Marshall to approve item II-G; Motion carried 4-0

Mr. Kirvin presented the Board and Superintendent Moses with a plaque from the Franklin County Softball Team, Coach Collins, Coach Todd, Coach Johnson and Coach Segree in recognition of their support.

Ms. Bonnie Davis spoke regarding Denton Cove urging the Board to contact the regulatory agency responsible for issuing the permit.

Motion by Martin, seconded by Marshall to adjourn; Motion carried 4-0

Chair Kirvin adjourned the meeting at 5:05 p.m.

**FRANKLIN COUNTY SCHOOL BOARD
SPECIAL MEETING
WILLIE SPEED BOARD ROOM**

JUNE 7, 2017

5:00 P.M.

MINUTES

BOARD MEMBERS PRESENT: Stacy Kirvin-Chair, Teresa Ann Martin-Vice Chair and George Thompson

BOARD MEMBERS ABSENT: Pam Marshall and Carl Whaley

OTHERS PRESENT: Traci Moses-Superintendent, Barbara Sanders-Board Attorney and Jessica Gay-Administrative Assistant

I. CALL TO ORDER - Chair Kirvin called the meeting to order at 5:00 p.m.

Remove the following item

II – B. Request to Hire Assistant Principal

Add the following items

II – H. Resignation: Carlos Canas

II – I. Resignation: Laura Brush

II. BOARD ACTION ITEMS

- A. Request to Hire Assistant Principal : Robert Wheetley
Motion by Thompson, seconded by Martin to approve; Motion carried 3-0
- B. Request to Hire Assistant Principal (removed at meeting)
- C. Request to Hire Scott Rudd
Motion by Martin, seconded by Thompson to approve; Motion carried 3-0
- D. Resignation: David E. Cochrane
Motion by Martin, seconded by Thompson to approve; Motion carried 3-0
- E. Resignation: Kimberly R. Cochrane
Motion by Thompson, seconded by Martin to approve; Motion carried 3-0
- F. Resignation: Joy Carrino (Documents to follow)
Motion by Martin, seconded by Thompson to approve; Motion carried 3-0
- G. Resignation: Gretchen Millender
Motion by Martin, seconded by Thompson to approve; Motion carried 3-0
- H. Resignation: Carlos Canas (added at meeting)
Attorney Sanders noted Mr. Canas resignation has not been signed. Superintendent Moses said a signed copy will be placed in his file and in the official record.
Motion by Martin, seconded by Thompson to approve; Motion carried 3-0
- I. Resignation: Laura Brush (added at meeting)
Motion by Martin, seconded by Thompson to approve; Motion carried 3-0

Ms. Martin asked why the teachers were resigning; Superintendent Moses noted that they are relocating.

Mr. Kirvin mentioned the idea of relocating Head Start to the old AHS campus, noting possible conflict with inmate labor. Attorney Sanders noted the issue is not on the agenda and should not be discussed further. Mr. Kirvin requested the matter be placed on the agenda for the June 19th workshop.

**FRANKLIN COUNTY SCHOOL BOARD
SPECIAL MEETING
WILLIE SPEED BOARD ROOM**

JUNE 7, 2017

5:00 P.M.

MINUTES

BOARD MEMBERS PRESENT: Stacy Kirvin-Chair, Teresa Ann Martin-Vice Chair and George Thompson

BOARD MEMBERS ABSENT: Pam Marshall and Carl Whaley

OTHERS PRESENT: Traci Moses-Superintendent, Barbara Sanders-Board Attorney and Jessica Gay-Administrative Assistant

Mr. Thompson asked how many teachers we were still in need of. Mrs. Karen Peddie noted we are in need of about 10 or 11 and have multiple interviews scheduled for next week.

Ms. Martin noted the lighting at the main campus.

I. ADJOURNMENT

*Motion by Thompson, seconded by Martin to adjourn; Motion carried 3-0
Chair Kirvin adjourned the meeting at 5:08 p.m.*



Jessica Gay <jgay@franklin.k12.fl.us>

Fwd: *REMINDER* FSBA Legislative Committee Representative

1 message

Traci Moses <tmoses@franklin.k12.fl.us>

Thu, Jun 15, 2017 at 1:23 PM

To: Jessica Gay <jgay@franklin.k12.fl.us>

Traci Moses

Superintendent of Franklin County Schools
85 School Road, Suite 1
Eastpoint, FL 32328
850-670-2810, Extension 4113

Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public-records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing.

—— Forwarded message ——

From: Ruth Melton <FSBA@embrams-mail.com>

Date: Wed, May 31, 2017 at 7:00 AM

Subject: *REMINDER* FSBA Legislative Committee Representative

To: tmoses@franklin.k12.fl.us

**Florida School Boards Association***The voice of education in Florida.*

[NOTE: As a follow-up to our original notice sent last month, this email is being sent as a reminder to school board chairs, district school superintendents, and selected district staff on behalf of FSBA Legislative Committee Chair Carol Cook and Vice Chair Clarence Thacker. If you have not done so already, please review the memo below, select a Legislative Committee Representative and Alternate, and submit your district's form by July 1, 2017.]

Ladies and Gentlemen:

In order to encourage equal representation of all school boards in our legislative efforts, Article XI, Section 1 of the [FSBA Bylaws](#) calls for each district school board to annually designate a member and an alternate to serve on the FSBA Legislative Committee. These Legislative Committee members serve as the key architects of the FSBA Legislative Platform and as essential advocates in our local, state, and federal lobbying efforts.

In accordance with the timeline set forth in the FSBA Bylaws, during any school board meeting between now and June 30, 2017, we ask that your board select a school board member and an alternate to serve on the FSBA Legislative Committee. Any member of your school board is eligible to serve as your representative, but please also be aware that your current representative is eligible to serve consecutive terms. Once your Legislative Committee representative and alternate have been selected, please complete and submit, by **July 1, 2017**, our Legislative Committee Representative Reporting Form. The Reporting form is available in Word, PDF, and online formats on the FSBA Legislative Committee page at <http://fsba.org/legislative-committee/>.

Also, please note that this special selection process applies **ONLY** to the Legislative Committee

representative and alternate who will serve on the main FSBA Legislative Committee. **All** school board members are welcome to sign up to serve on either or both of the Legislative Committee Subcommittees – the Advocacy Subcommittee and the Federal Relations Network Subcommittee.

Please let me know if you have any questions.

Ruth

Ruth Haseman Melton
Director of Advocacy Services
Florida School Boards Association
850-414-2578 (Office)
850-509-6411 (Cell)
melton@fsba.org

The Franklin County School District is an Equal Education Opportunity Provider and Employer. Under Florida's Public Records law, absent a specific exclusion, written communications to and from Franklin School District employees and students are considered public records. **E-mail communication with this correspondent may be subject to public and media disclosure upon request.**

QUOTE

From: **JGROTC HQ LLC**

132 Public Sq.

Columbia, KY 42728

319-284-6493

justin.owens@cadetcore.com



Invoice For: **Franklin Public School District**

85 School Road

Eastpoint, FL 32328

18506702810

Invoice ID: **2600**

Issue Date: 6/7/2017

Due Date: QUOTE ONLY

Terms: QUOTE ONLY

DESCRIPTION	QUANTITY	UNIT PRICE	AMOUNT
Instructor Recruiting, Training, Sustainment, & Support	1.00	\$999.00	\$999.00
Cadet Core United States Flag	1.00	\$75.00	\$75.00
Cadet Core State Flag	1.00	\$75.00	\$75.00
Cadet Core Flag Pole & Ornament Topper	2.00	\$150.00	\$300.00
Cadet Core Flag Base	2.00	\$75.00	\$150.00
Cadet Core Rifle Replica	2.00	\$150.00	\$300.00
Cadet Core Polo Shirts	25.00	\$25.00	\$625.00
Cadet Core Patrol Cap	8.00	\$12.00	\$96.00
Cadet Core Jacket	8.00	\$40.00	\$320.00
Cadet Core Tactical Shirt	8.00	\$12.00	\$96.00
Cadet Core Belt	8.00	\$12.00	\$96.00
Cadet Core Pants	8.00	\$40.00	\$320.00
Cadet Core Boots	8.00	\$85.00	\$680.00
Cadet Core "CADET CORE" Name Tape Fastener	8.00	\$8.00	\$64.00
Cadet Core "HIGH SCHOOL" Name Tape Fastener	8.00	\$8.00	\$64.00

Cadet Core Logo Patch Fastener	8.00	\$8.00	\$64.00
Cadet Core American Flag Patch Fastener	8.00	\$8.00	\$64.00
Cadet Core Rank Patch Fastener	8.00	\$8.00	\$64.00
Cadet Core Metal Pin-On Rank For Patrol Cap	8.00	\$6.00	\$48.00
SUBTOTAL			\$4,500.00
SHIPPING			\$0.00
TAX RATE			0%
TAX			\$0.00
AMOUNT DUE			\$4,500.00
Notes:			
Above are the services, clothing, and equipment that the Cadet Core needs to function at your school.			



Jessica Gay <jgay@franklin.k12.fl.us>

Re: Questions

1 message

Kip West <kip@eliteteammail.com>
To: Jessica Gay <jgay@franklin.k12.fl.us>

Tue, Jun 6, 2017 at 1:41 PM

Hi Jessica,

1. The rebate checks can be issued bi-monthly or monthly. This is your choice and the rebates can be applied to any orders that the school places internally for grant aide students or you can simply have a check mailed to you and we can invoice for the grant students.

2. There is no charge for the artwork or designs.

3. There will not be any freight charges for products shipped to the area of distribution (example "school office")

Thanks for reaching out to me and let me know if you have any other questions.

Kip

Sent from my iPhone

On Jun 6, 2017, at 1:28 PM, Jessica Gay <jgay@franklin.k12.fl.us> wrote:

Dear Mr. West:

Superintendent Moses has a few questions for you in reference to the partnership with Franklin County Schools.

1. How will the commission on the school shirts be paid? annually or monthly
2. How much will the artwork design fee be?
3. Is the freight charge negotiable?

--

Sincerely,
Jessica Gay
Administrative Assistant
Franklin County School District
Phone: (850) 670-2810 ext.4100

The Franklin County School District is an Equal Education Opportunity Provider and Employer. Under Florida's Public Records law, absent a specific exclusion, written communications to and from Franklin School District employees and students are considered public records. E-mail communication with this correspondent may be subject to public and media disclosure upon request.



Adidas National High-School Partnership



At adidas, we are focused on the High School Athlete. We want to partner with our loyal dealers and schools to create a focused program that will help your athlete/ school prepare for the field/ court. We want you to be a part of this partnership in seeing your athletes and programs succeed.

Because of this, we at Adidas Team Sports is pleased to offer FRANKLIN COUNTY SCHOOLS an all Adidas Athletic Program Contract for the 2017-2020 seasons. Agreement will begin on June 1, 2017 through May 30, 2020.

Purchases and Promotional Benefits

- 1) Elite Team discounts on footwear, apparel and accessories
 - 25% off retail price on apparel and accessories
 - 25% off retail price on footwear
 - Custom Uniforms will have it's own pricing structure
- 2) Year One School will receive a signing bonus of **\$7,500** in adidas promotional product at adidas retail price. Promotional apparel will be selected from any current adidas Team catalog. Year 2 and 3 School will receive **\$2,000** in adidas promotional product at retail price.
- 3) If School spends over **\$60,000** in one calendar school year from September 1- August 31st, school will receive an additional 300 blank adidas tees.
- 4) School will receive 4 adidas banners Free of Charge to display at football, basketball and baseball/softball facilities.
- 5) If School connects adidas with an additional school referral that results in an additional signed adidas all-school agreement, School will receive an additional 40 staff polos.
- 6) School will qualify for "FAN ATTACK" fundraising program

Terms and Conditions

- 1) School will be required to purchase adidas uniforms during the contracted seasons in accordance with School set uniform purchasing cycles.
- 2) During the term of this agreement, School athletes and coaches will wear adidas apparel, footwear products when applicable.
- 3) All promotional products will be shipped blank; adidas will not be responsible for embellishment costs on promotional items.
- 4) School will be responsible for freight charges.

In witness whereof, the parties hereto have duly executed this agreement as of the date first above written

Athletic Director

Adidas Team Manager

**DISTRICT PARTICIPATION IN THE
PANHANDLE AREA EDUCATIONAL CONSORTIUM**



A resolution of the **District School Board of Franklin County, Florida**, hereinafter referred to as District School Board, pursuant to Florida Statutes, Sections 230.23(4)(j), 230.23(12), and 1001.451, adopting a plan for cooperating with school boards of other districts in this state in a Regional Consortium Service Organization, the Panhandle Area Educational Consortium (PAEC), for acquisition of materials, supplies, equipment, contracted services, and participation in programs and projects, when such meets specific needs of the district and is deemed educationally/monetarily beneficial by the school board.

WHEREAS, the District School Board has the power and the duty among other responsibilities to cooperate with other agencies in joint projects, programs, and services when it is to the best interest of the taxpayers of their county and for the best interest of the educational system and the school children of the school district, and

WHEREAS, it is necessary to adopt resolutions spread upon the minutes of each participating school board, which provide a plan for cooperating with school boards of other districts in the state for the projects and activities cooperatively initiated, and

WHEREAS, the school boards of **Calhoun, Franklin, Gadsden, Gulf, Holmes, Jackson, Jefferson, Liberty, Madison, Taylor, Wakulla, Walton, and Washington counties, FAMU Developmental Research School**, and all such other eligible school boards which adopt a like resolution and are approved for Consortium membership by the Board of Directors, hereinafter called the Member Districts, have established and participated in the Panhandle Area Educational Consortium (PAEC), a Regional Consortium Service Organization, jointly performing, bidding, contracting for, and purchasing certain materials, supplies, equipment, and services to be used in respective school systems, and

WHEREAS, the Consortium is operated in compliance with all Florida Statutes and State Board of Education Administrative Rules, with all programs, services, projects, and activities initiated through recommendation of the Board of Directors to its designated District of Record, the Washington County School Board (WCSB), for approval.

- I. SPECIFIC DISTRICT NEEDS.** That specific needs identified by the District School Board can be better met through cooperative programs/services undertaken with other participating school boards. Such needs include:
- A. Educational/instructional needs of specific student populations.
 - B. Professional development often mandated by law, for both instructional and non-instructional personnel.
 - C. Supplementary contracted services to compensate for limited staff, staff time, or expertise in federal and state mandated programs.
 - D. Student evaluation services.
 - E. Reduction in overhead costs of administration and conducting specific programs/activities through pooling of resources.
 - F. Financial advantages of cooperatively bidding and/or purchasing: materials, supplies, equipment, services, and programs that afford district protection.
- II. SERVICES TO DISTRICT.** That the District School Board does hereby determine that it is in the best interest of the taxpayers of their county to cooperate with other school districts in the operation of the PAEC, availing themselves of the services which meet specific district needs. Projects, programs, and contracted services may also be provided to non-member districts. Non-member districts shall pay for contracted services or goods received in the manner provided in Section IV of this Agreement or in the manner designated by the Board of Directors. Services will be provided through the PAEC. The services provided include, but are not necessarily limited to, the bidding, contracting, and purchasing arrangements pursuant to a plan of

implementation for the following:

- A. Professional Development Center with electronic learning content and management system (FloridaLearns Academy™)
- B. Federal and State Discretionary Programs
- C. Federal and State Mandated Programs
- D. Student Testing
- E. Printing
- F. Cooperative Bidding & Purchasing
- G. Risk Management Services
- H. Financial and Data Management Information Services (Gateway)
- I. Distance Learning Services
- J. Pupil Personnel Services
- K. Instructional Services
- L. Program Evaluation Services
- M. Resource Development
- N. Exceptional Student Education Services
- O. Research and Data Analysis Services
- P. Federal and State Grant Procurement and Coordination
- Q. Health Insurance
- R. Planning and Accountability
- S. Student Data Services
- T. Any other services recommended by the Board of Directors of the Consortium and approved by the District of Record, currently the Washington County School Board.

III. METHOD(S) OF EVALUATION. That the Superintendent or designee will, at least annually, evaluate the results of services provided through the PAEC as follows:

- A. For services rendered without direct assessment to the district, such as participation in various projects funded by the state or federal government, the superintendent or designee will evaluate the results in terms of the following criteria:
 - 1. Quality of service.
 - 2. Correspondence to district's instructional professional development.
 - 3. Benefits derived by the district.
- B. For contracted services, the Superintendent or designee will review each contract in terms of the following criteria:
 - 1. Fulfillment of obligations itemized in the contract.
 - 2. Quality of service provided, including professionalism of personnel involved.
 - 3. Cost efficiency.
 - 4. Benefits derived by the district.
- C. For professional development provided, the Superintendent or designee will review:
 - 1. The compiled evaluation of data from participating district personnel to determine efficacy and quality.
 - 2. Cost efficiency.
 - 3. Correspondence of professional development to district needs.
- D. For cooperative programs/activities involving pooling of districts' resources, the Superintendent or designee will review in terms of the following criteria:
 - 1. Amount and quality of services received by the district.

2. Cost efficiency of pooling.
3. Correspondence of program/activity to district needs.

IV. DISTRICT PARTICIPATING IN FUNDING. That the District School Board will pay allocated costs for the services or goods received through participation in specific programs, projects, or activities of the Consortium. All assessments of compensation will be based on actual costs incurred, as itemized in contracts and/or invoices. The projected cost will be furnished to the superintendent prior to implementation of the service, with adjustments for actual costs being made only upon mutual consent of both parties.

V. PENALTIES AND SEVERABILITY.

- A. Should the District of Record, currently WCSB, in its capacity as fiscal agent for PAEC, be assessed a penalty or fine (including reimbursement of grant funds) by any governmental agency or authority arising out of and based on improper administration of a grant by PAEC, then the Member Districts would share responsibility for satisfaction of the penalty or fine based on the following:
 1. 50% of the fine or penalty shall be allocated equally among all the Member Districts.
 2. The remaining 50% of the fine or penalty shall be allocated among the Member Districts according to each district's percentage of the total FTE.
 3. The total of the amount to be allocated among the Member Districts under subparagraphs 1) and 2) shall first be reduced by any and all amounts recoverable by insurance or other bonds.
- B. Each Member District acknowledges and agrees that, as a condition of continued participation in the PAEC, each Member District is required to comply with and perform the above provision regarding satisfaction of any such fines or penalties. In the event that a Member District fails to satisfy its allocation as set forth above, the PAEC Board of Directors shall determine the repayment schedule for the Member District and any interest due PAEC. Member District agrees that if repayment has not been made by the date of expiration of this repayment period, said district:
 1. Shall no longer be eligible for participation as a Member District in PAEC.
 2. Shall no longer be a member of PAEC.
 3. Shall not be entitled to continue to receive any of the benefits of membership in PAEC. Any Member District whose participation in PAEC is terminated under this resolution shall pay all allocated costs that have accrued to that district by virtue of participation in PAEC through the end of the month during which termination of participation occurs.
- C. In the event a Member District's participation is terminated pursuant to the foregoing paragraph B, and that former member has not satisfied its allocated share of any fine or penalty in accordance with paragraph A, then the allocated share of each of the remaining Member Districts shall then be re-determined in accordance with paragraph A based on the number of the remaining Member Districts and their respective percentage of the total FTE.
- D. The District of Record, currently WCSB, shall be responsible, only as allocated above as a Member District, for any such penalty or fine

(including reimbursement of grant funds) assessed by any governmental agency or authority arising out of and based on improper administration of a grant by PAEC. In the event that the other Member Districts fail to comply with the above provisions relating to satisfaction of fines or penalties, WCSB shall have the right to terminate its fiscal agent agreement during the term of said agreement on the following terms:

1. WCSB must give written notice and a thirty-day opportunity to cure any such failure to comply to the Member District or districts involved and to PAEC;
 2. Termination shall not be permitted during the term of the agreement if the noncompliance is cured within the thirty-day period;
 3. Fiscal agent fees from PAEC to WCSB shall continue only through the end of the month during which the contract is terminated.
- E. Should the District of Record, currently Washington County School Board (WCSB), based on its own mismanagement or negligence, be assessed a fine or penalty (including reimbursement of grant funds) or be prohibited by any governmental agency or court from receiving any grant, PAEC (through its Board of Directors) shall have the right to terminate the fiscal agent agreement with WCSB by giving written notice and may appoint a new fiscal agent. Fiscal agent fees from PAEC to WCSB shall continue only through the end of the month during which the contract is terminated. There shall be no other monetary liability from PAEC or any other Member District to WCSB in the event of any such termination.
- F. Should PAEC be dissolved or moved to a different physical location by action of the PAEC Board of Directors, the District of Record, currently WCSB, shall dispose of the current PAEC facility in accordance with the terms of the Annual Fiscal Agent Agreement Between the Washington County District School Board and the Panhandle Area Educational Consortium ("Annual Agreement"), reflecting PAEC's equitable ownership in its current physical facility. The PAEC Board of Directors would determine the use of the funds from the sale of the property.
- G. It is understood and agreed by all members of PAEC that the foregoing provisions of Section V shall not alter the waiver of sovereign immunity or extend the respective member's liability as set forth in Section 768.28, Florida Statutes.

VI. GOVERNANCE OF PAEC. That the organization and governance of the PAEC shall be as follows:

- A. The Board of Directors has designated the WCSB to serve as the District of Record for contractual and reporting purposes for the Consortium. Said Board will:
1. Serve as employer for all Consortium staff, establishing policies in collaboration with the Board of Directors by which all personnel so employed will be governed. The District of Record assumes no liability for continued employment of Consortium staff in the event of loss of funds, discontinuation of project services or a reduction in force by Consortium Board of Directors. Additionally, the provisions of Section V (Penalties and Severability) shall apply to the extent that the District of Record (currently WCSB) were to be found liable and required by an administrative agency or court of competent jurisdiction to make a payment for unpaid wages or other losses to an employee of

PAEC as a result of an employment action taken by PAEC so that any such liability shall be shared by the members of PAEC. The provisions of Section V shall only apply, however, in the event the order is not reversed or vacated on appeal. Additionally, nothing herein shall be construed or intended by any member or PAEC to serve as a waiver of any immunity of any kind. This provision shall not apply in the event it were deemed to be any such waiver of any type of immunity from liability. Moreover, it is understood and agreed by all members of PAEC that the foregoing provisions of Section V shall not alter the waiver of sovereign immunity or extend the respective member's liability as set forth in Section 768.28, Florida Statutes.

2. Serve as title holder for building complex on 753 West Boulevard, Chipley for PAEC and its Member Districts according to "Annual Fiscal Agent Agreement Section B. Equitable Ownership of Building Complex at 753 West Boulevard".
 3. Serve as District of Record for the Consortium, with mutually agreed upon compensation for services. These services will include, but not be limited to:
 - a. Monthly financial report to Member Districts.
 - b. Separate report on the financial status of the Consortium in the annual financial report of the district to the Commissioner.
 4. Per Florida Statutes and Florida Administrative Code, approve all programs, projects, contracts, bids and procedures for operation of the Consortium as part of the District of Record's consent agenda. If an action is not approved, written explanation of just cause shall be provided to the PAEC Board of Directors within fourteen (14) days of the District of Record's decision.
- B. The Board of Directors for the Consortium shall be composed of the Superintendents of all Member Districts. The Directors will:
1. Determine all policies for operation of the Consortium.
 2. Determine programs, products, contracted services, and charges for services rendered by the Consortium.
 3. Determine Consortium salary schedule and compensation plan.
 4. Recommend establishment of positions and individuals for appointment to the District of Record.

The Board of Directors has full authority to control the Consortium within the parameters of Florida Statutes, State Board of Education administrative rules, and the Board-approved policies of the school board of the District of Record.

- C. An Executive Director, recommended by the Board of Directors and approved by the school board of the District of Record, will manage the operation of the Consortium. Said Executive Director will:
1. Be responsible for compliance of Consortium operation with all Consortium policies, applicable State Laws, and State Board of Education Regulations.
 2. Keep the Board of Directors and District of Record apprised of all Consortium activities.

VII. TERMS OF AGREEMENT. The term of this Agreement shall commence and be deemed in full force and effective as of July 1, 2017. The terms of this Agreement shall be one (1) fiscal year with an annual renewal option.

VIII. TERMINATION OF AGREEMENT. Any participant may withdraw from this agreement by written notification to the PAEC Executive Director six months prior to renewal.

This Agreement among the Member Districts of the Consortium, as set forth in this resolution, will be in operation and effect from July 1, 2017, by action of the various school boards named herein, and upon adoption by the Cooperating Boards joined together in this Consortium, shall be binding for one (1) fiscal year from said date of July 1, 2017.

For the above described services, **THE SCHOOL BOARD OF FRANKLIN COUNTY, FLORIDA**, agrees to pay **THE SCHOOL BOARD OF WASHINGTON COUNTY, FLORIDA**, Fiscal Agent and District of Record for **PAEC**, the sum of **\$5,550.12**, payable upon completion of this resolution.

APPROVED:

Resolved in a Regular Session of the Franklin School District on this _____ day of _____, 2017.

Vann Brock, Board Chairman
School Board of Washington County

Date: _____

Stacy Kirvin, Board Chairman
School Board of Franklin County

Date: _____

Herbert J. Taylor, Superintendent
School Board of Washington County

Date: _____

Traci Moses, Superintendent
School Board of Franklin County

Date: _____

John T. Selover, Executive Director
Panhandle Area Educational Consortium

Date: _____

PAEC BOD approval: June 8, 2017

WCSB approval: June 29, 2017

**THE PAEC PROFESSIONAL DEVELOPMENT CENTER
RESOLUTION AND CONTRACT FOR DISTRICT PARTICIPATION**



A resolution of **THE DISTRICT SCHOOL BOARD OF FRANKLIN COUNTY, FLORIDA**, hereinafter referred to as District School Board, adopting an agreement made by and between **THE SCHOOL BOARD OF WASHINGTON COUNTY, FLORIDA**, hereinafter referred to as the District of Record on behalf of **THE PANHANDLE AREA EDUCATIONAL CONSORTIUM (PAEC)** and **THE DISTRICT SCHOOL BOARD**, for the rendering of services and benefits described in this resolution.

WHEREAS, THE DISTRICT SCHOOL BOARD, has the power and the duty among other responsibilities to cooperate with other agencies in joint projects when it is to the best interest of taxpayers and for the best interest of the educational system and the school children of the school district, and

WHEREAS, THE DISTRICT SCHOOL BOARD agrees to participate along with other member districts in the PAEC Professional Development Center (PAEC/PDC) and

WHEREAS, the PAEC is operated in compliance with all Florida Statutes and State Board of Education Administrative Rules, with all charges and assessments for services being made as recommended by the PAEC Joint Professional Development Center/Curriculum Coordinator Advisory Council and approved by the PAEC Board of Directors.

- I. SERVICES TO DISTRICTS.** The general services to be provided by PAEC/PDC are to:
- A. Coordinate completion of the 5 year Master Inservice Plan for Professional Development maximizing resources available to small and rural districts, with subsequent submission to the Florida Department of Education.
 - B. Develop and renew add-on endorsement packages.
 - C. Integrate a standard electronic Professional Learning Plan (PLP) with ePDC.
 - D. Coordinate completion of the Annual Professional Development Needs Assessments.
 - E. Coordinate update of the Professional Development System to meet revised Florida Statute guidelines and FDOE standards.
 - F. Provide annual update training for district administrators on the PAEC *electronic* Professional Development Connections (ePDC).
 - G. Provide a toll-free Technical Support Hotline.
 - H. Provide pre-audit technical assistance in preparation for Florida's Professional Development System Evaluation Protocol site visits.
 - I. Coordinate multi-district inservice activities in collaboration with district staff.
 - J. Assist district or school staff with appropriate selection of presenters for delivery of needs-based professional development.
 - K. Provide other services approved by the PAEC Board of Directors through the District of Record.
- II. DISTRICT FINANCIAL PARTICIPATION.** The **DISTRICT SCHOOL BOARD** will pay for services received through participation in the PAEC/PDC as specified. The funding for the PAEC/PDC is based on FTE.
- **\$3.35/FTE calculated on the FEFP Fourth Calculation from the previous year.**
 - Payment must be made by the participating district and received by the fiscal agent by August 15.

This contribution shall be the total obligation of each school district unless additional assessments are approved by the PAEC Joint Professional Development Center/Curriculum Coordinator Advisory Council and PAEC Board of Directors.

- III. TERMS OF AGREEMENT.** The term of this agreement with the PAEC/PDC shall commence as of July 1, 2017, and shall end on June 30, 2018 with annual renewal.
- Written notice of intent to withdraw from participation in the PAEC Professional Development Center will be provided to the PAEC Board of Directors six months prior to the renewal date.
- IV. ADMINISTRATIVE/STAFFING.** The PAEC/PDC is administered through the PAEC Board of Directors and includes all benefits and obligations of the consortium. The PAEC/PDC staff will be under the supervision of the PAEC Executive Director and function as a part of the consortium staff. The PAEC/PDC shall contribute its pro rata share of the PAEC/Fiscal Agent Annual Agreement, Annual Employee Termination Benefits Plan and PAEC Overhead Funding Plan.
- The PAEC Joint Professional Development Center/Curriculum Coordinator Advisory Council, approved by the PAEC Board of Directors, is comprised of the Professional Development Directors and Curriculum Coordinators from the PAEC/PDC member districts. Recommendations from this committee shall be presented by the PAEC Executive Director to the PAEC Board of Directors for official action.
- V. EQUIPMENT PURCHASES AND TRANSFERS.** The equipment purchased to facilitate the center operation will be vested in the PAEC District of Record, the Washington County School Board according to the present PAEC Agreement. If the PAEC/PDC is transferred to another District of Record, all equipment purchased with PAEC/PDC funds will be transferred to the new district upon approval of the PAEC Board of Directors.

For the above described services, **THE SCHOOL BOARD OF FRANKLIN COUNTY, FLORIDA**, agrees to pay **THE SCHOOL BOARD OF WASHINGTON COUNTY, FLORIDA**, Fiscal Agent and District of Record for **THE PAEC Professional Development Center**, the sum of **\$4,271.45**, payable upon completion of this resolution. This figure is based on the FEFP Fourth Calculation from the previous year.

APPROVED:

**Resolved in a Regular Session of the School Board
of Franklin County, Florida on this ____ day of
_____, 2017**

Vann Brock, Board Chairman
School Board of Washington County

Date: _____

Stacy Kirvin, Board Chairman
School Board of Franklin County

Date: _____

Herbert J. Taylor, Superintendent
School Board of Washington County

Date: _____

Traci Moses, Superintendent
School Board of Franklin County

Date: _____

John T. Selover, Executive Director
Panhandle Area Educational Consortium

Date: _____

PAEC BOD approval: June 8, 2017
WCSB approval: June 12, 2017

GATEWAY EDUCATIONAL COMPUTING CONSULTANTS PROJECT RESOLUTION AND CONTRACT FOR DISTRICT PARTICIPATION

A resolution of **THE DISTRICT SCHOOL BOARD OF FRANKLIN COUNTY, FLORIDA**, hereinafter referred to as District School Board, adopting an agreement made by and between **THE SCHOOL BOARD OF WASHINGTON COUNTY, FLORIDA**, fiscal agent for **THE PANHANDLE AREA EDUCATIONAL CONSORTIUM (PAEC)** and **THE DISTRICT SCHOOL BOARD**, for the rendering of services and benefits described in this resolution.

WHEREAS, THE DISTRICT SCHOOL BOARD, has the power and the duty among other responsibilities to cooperate with other agencies in joint projects when it is to the best interest of taxpayers and for the best interest of the educational system and the school children of the school district, and

WHEREAS, the following PAEC member and participating districts Calhoun, Franklin, Gadsden, Gulf, Holmes, Jackson, Jefferson, Liberty, Madison, Nassau, Suwannee, Taylor, Wakulla, Walton, Washington counties hereby agree to participate in the Gateway Educational Computing Consultants Project, and

WHEREAS, the PAEC is operated in compliance with all Florida Statutes and State Board of Education Administrative Rules, with all charges and assessments for services being made as approved by the Board of Directors of PAEC as extended to include all the superintendents of districts participating in the Gateway Project.

I. SERVICES TO DISTRICTS. The general services to be provided by Gateway are:

- A. Contracting for software updates, maintenance, and technical assistance.
- B. Application of software updates implemented at hosting service.
- C. Training of district personnel with regard to:
 1. Initial and continuing implementation of system
 2. Operational changes required by software updates
 3. Operational changes per requirements of the Florida Department of Education.
- D. On-site and telephone consultation to provide technical assistance and problem correction.
- E. Technical assistance in the maintenance of files to provide long-term records
- F. Technical assistance in the operation of data processing equipment necessary to operate the system.
- G. Maintenance of disk packs required for software libraries and online user files.
- H. Technical assistance in providing required automated files to DOE.
- I. Maintenance of system job control language (JCL) required for the execution of software and changes necessary to the execution of district or institution level jobs within the application of the system.
- J. Technical assistance in support of district processes at outside organizations and/or companies where the data being used originates from within the Gateway system. In order to provide this assistance, the districts authorize Gateway to have access to the data stored on such outside systems.
- K. Other services recommended by the extended PAEC Board of Directors for the Gateway Educational Computing Consultants Project and approved by the fiscal agent.

II. DISTRICT FINANCIAL PARTICIPATION. The DISTRICT SCHOOL BOARD, will pay for services received through participation in the Gateway Project. All assessments will be based on actual costs incurred, prorated among participating school districts on the base plus unweighted FTE basis. This contribution shall be the total obligation of each school district unless additional assessments are required by PAEC Extended Board of Directors' action. Payment must be made by the participating district and received by the fiscal agent by August 15.

III. TERMS OF AGREEMENT. The term of this agreement with the Gateway/PAEC Project shall commence as of July 1, 2017 and shall end on June 30, 2018. Each school district entering into the Gateway/PAEC Project shall do so effective July 1, 2017 unless specified to the contrary.

IV. TERMINATION OF AGREEMENT. Any participant may withdraw from this agreement by written notification to the PAEC Executive Director one year prior to withdrawal.

V. ADMINISTRATIVE/STAFFING. The Gateway/PAEC Project is administered under the PAEC Board of Directors extended to include the superintendents from non-PAEC districts participating in the Gateway Project, with each participating district having one (1) vote. Five (5) voting members present will constitute a quorum. Washington County School Board shall serve as Fiscal Agent and District of Record. The Gateway staff will be under the supervision of the PAEC Executive Director and function as a part of the consortium staff. The Gateway PAEC Project shall contribute its pro rata share of the PAEC/Fiscal Agent Annual Agreement, Annual Employee Termination Benefits Plan and PAEC Overhead Funding Plan.

Each district superintendent shall appoint a representative to serve on the Advisory Committee. This committee shall assist the Executive Director in the overall management of the project. Recommendations from this committee shall be presented to the PAEC Extended Board for official action.

VI. EQUIPMENT PURCHASES AND TRANSFERS. The equipment transferred from the former district of record, the School Board of Bay County, will be vested in Washington County School Board according to the present PAEC Agreement. If the Gateway Project is transferred to another District of Record, all equipment purchased with Gateway Project funds will be transferred to the new district upon approval of the PAEC Extended Board of Directors.

For the above described services, **THE SCHOOL BOARD OF FRANKLIN COUNTY, FLORIDA**, agrees to pay **THE SCHOOL BOARD OF WASHINGTON COUNTY, FLORIDA**, Fiscal Agent and District of Record for **THE GATEWAY EDUCATIONAL COMPUTING CONSORTIUM PROJECT**, the sum of **\$17,023.56**, payable upon completion of this resolution.

APPROVED:

**Resolved in a Regular Session of the
Franklin School District on this
_____ day of _____, 2017.**

Vann Brock, Board Chairman
School Board of Washington County

Date: _____

Stacy Kirvin, Board Chairman
School Board of Franklin County

Date: _____

Superintendent Herbert J. Taylor
School Board of Washington County

Date: _____

Traci Moses, Superintendent
School Board of Franklin County

Date: _____

John T. Selover, Executive Director
Panhandle Area Educational Consortium

Date: _____

PAEC BOD approval: June 8, 2017
WCSB approval: June 29, 2017



PAEC STUDENT DATA SERVICES RESOLUTION AND CONTRACT FOR DISTRICT PARTICIPATION

A resolution of **THE DISTRICT SCHOOL BOARD OF FRANKLIN COUNTY, FLORIDA**, pursuant to Florida Statutes 1001.42 and Florida State Board of Education Administrative Rule 6A-1.099, adopting an agreement made by and between **THE SCHOOL BOARD OF WASHINGTON COUNTY, FLORIDA**, fiscal agent for **THE PANHANDLE AREA EDUCATIONAL CONSORTIUM (PAEC)** and **PAEC STUDENT DATA SERVICES** and **THE DISTRICT SCHOOL BOARD OF FRANKLIN COUNTY FLORIDA**, has been reviewed by both parties. It is the decision of these participants that the resolution for rendering of services and benefits shall commence as of July 1, 2017 and shall end on June 30, 2018.

WHEREAS, THE DISTRICT SCHOOL BOARD OF FRANKLIN COUNTY FLORIDA has the power and the duty among other responsibilities to cooperate with other agencies in joint projects when it is to the best interest of taxpayers and for the best interest of the education system and the school children of the participant, AND

WHEREAS, THE DISTRICT SCHOOL BOARDS OF CALHOUN, FRANKLIN, GULF, HARDEE, HOLMES, JACKSON, JEFFERSON, LIBERTY, MADISON, SUWANNEE, TAYLOR, WAKULLA, WALTON, WASHINGTON COUNTIES, FAMU DEVELOPMENTAL RESEARCH SCHOOL and FLORIDA ATLANTIC UNIVERSITY SCHOOLS hereby establish and agree to participate in PAEC Student Data Services, AND

WHEREAS, the Consortium is operated in compliance with all Florida Statutes and State Board of Education Administrative Rules, with all charges and assessments for services being made as recommended by the PAEC Student Data Services Advisory Committee and approved by the extended Board of Directors of PAEC STUDENT DATA SERVICES.

THEREFORE, in consideration of the mutual covenants contained herein, the parties hereto contract and agree as follows:

- I. SERVICES TO DISTRICT.** The specific needs, which will be met by consortium activity as they relate to the Student Information System (SIS), are:
- A. Student Information System recommendations for compliance with Department of Education (DOE) database and reporting requirements.
 - B. Help desk support for only primary and/or backup contact to provide technical assistance to any SIS application related problem.
 - C. Upon mutually agreed dates, each districts may utilize up to two days per year on-site with a Student Data Services staff member for either consultation with only primary and/or backup contact to provide technical assistance on any SIS application related problem OR training for district staff on any SIS application related procedures.
 - D. Training of district personnel with regards to:
 - 1. Select Florida Department of Education State Reporting recommended procedures.
 - 2. Pertinent system activity and procedures involving the Student Information System.
 - 3. Quarterly Training sessions of pertinent system activity and procedures involving the Student Information System.
 - 4. Other specific needs recommended by the Advisory Committee of the PAEC Student Data Services and approved by the PAEC extended Board of Directors.
 - E. Web repository of training documents and videos.
 - F. Custom PHP programs, Custom SQL Reports, and Custom SQL Integrations as deemed necessary by PAEC Student Data Services.
 - G. Import Templates and Instructions for use as deemed necessary by PAEC Student Data Services.
 - H. Operates as point of contact for any issues arising with the Student Information System.

II. DISTRICT RESPONSIBILITIES

- A. Superintendent will appoint one representative to serve on the Advisory Committee and that person will serve as the primary contact (POC) between PAEC and district.
- B. POCs will designate backup(s).
- C. Provide and report accurate and clean data.
- D. Responsible for attending conference calls and trainings.
- E. Responsible for troubleshooting before reporting and providing clear and concise examples when reporting issues.
- F. Responsible for importing data (i.e. test scores) into system.
- G. Responsible for facilitating internal training to district personnel.

III. PAEC ASSETS. Training and Website materials provided by PAEC Student Data Services are strictly for the internal use of participating districts, including their administrators, staff, teachers, students, and parents. These materials cannot be reprinted, duplicated, sold, or distributed to anyone outside the participating school or school district without the express written consent of PAEC.

IV. PARTICIPANTS FINANCIAL PARTICIPATION. THE DISTRICT SCHOOL BOARD OF FRANKLIN will pay for services received through participating in the Consortium. All assessments will be based on actual costs incurred, prorated among participants on the base plus unweighted FTE basis. Each participant hereby agrees to contribute to the **DISTRICT OF RECORD, THE DISTRICT SCHOOL BOARD OF WASHINGTON COUNTY**, a base sum plus a sum per unweighted FTE and Workforce Development Information System (WDIS) as per the previous year's enrollment. This contribution shall be the total obligation of each participant during the agreement year.

V. TERMS OF AGREEMENT. The term of this agreement with PAEC Student Data Services shall commence as of July 1 of each school year and shall end on June 30 of each school year or on/after renewal of subsequent year contract/participation agreement. Each participant entering into PAEC Student Data Services shall do so effective July 1 unless specified to the contrary. Payment must be made by the participant and received by the fiscal agent by August 15.

VI. TERMINATION OF AGREEMENT.

A. WITHDRAWAL BY PARTICIPANT

Any participant may withdraw from this agreement by written notification to the PAEC Executive Director one year prior to withdrawal.

B. WITHDRAWAL BY CONSORTIUM

The Board of Directors of PAEC Student Data Services may decline to provide services to a participant because of failure to:

- Sign and return annual participation agreement/contract and payment before September 1
- Provide proof of agreement with the UNIVERSITY by September 1 (this only applies to DRS schools)
- Perform MIS duties efficiently
- Consistently meet state reporting deadlines
- Provide qualified district level contacts

C. WITHDRAWAL BY FISCAL AGENT

The fiscal agent must provide written notification by certified mail to the Superintendent/DRS Director of each participating district if services are to be discontinued. Notification must be received at least one full school year before the existing contract/participation agreement expires.

VI. ADMINISTRATIVE/STAFFING. PAEC STUDENT DATA SERVICES is administered under the PAEC extended Board of Directors. Washington County Schools will serve as the Fiscal

Agent and District of Record. PAEC STUDENT DATA SERVICES staff will be under the supervision of the PAEC Executive Director and function as part of the consortium staff. PAEC STUDENT DATA SERVICES shall have an Advisory Committee. The Committee shall assist the Executive Director in the overall management of PAEC STUDENT DATA SERVICES. The Advisory Committee shall consist of one (1) voting member from each district, appointed by the district Superintendent. A quorum must be present to take action. The Committee will have a chair and a co-chair which will serve two (2) year terms on alternating rotations. The chair and co-chair will be elected by the Committee and approved by the PAEC extended Board of Directors. Additionally, the Student Data Services project shall contribute its pro-rata share of the annual Employee Termination Benefits Plan and PAEC Overhead Funding Plan.

VII. FUNDING. This agreement is subject to availability of funds duly appropriated by the Florida Legislature in accordance with Section 287.0582, Florida Statutes or provided by a funding agency or sponsored program.

VIII. RESOLUTION OF DISAGREEMENTS. Pursuant to Section 6.1099(1), Florida Administrative Code, any disagreements, which cannot be satisfactorily resolved by the Parties to this agreement, may be referred to the Secretary of Education whose decision shall be binding on all cooperating boards.

For the above described services, **THE DISTRICT SCHOOL BOARD OF FRANKLIN COUNTY FLORIDA**, agrees to pay **THE DISTRICT SCHOOL BOARD OF WASHINGTON COUNTY, FLORIDA**, fiscal agent and District of Record for **PAEC and PAEC STUDENT DATA SERVICES**, the sum of \$10,584.20, payable upon completion of this resolution.

APPROVED:

**Resolved in a Regular Session of the
Franklin School District on this
_____ day of _____, 2017.**

Vann Brock, Board Chairman
School Board of Washington County

Date: _____

Stacy Kirvin, Board Chairman
School Board of Franklin County

Date: _____

Herbert J. Taylor, Superintendent
School Board of Washington County

Date: _____

Traci Moses, Superintendent
School Board of Franklin County

Date: _____

John Selover, Executive Director
Panhandle Area Educational Consortium

Date: _____

PAEC BOD approval: June 8, 2017
WCSB approval: June 29, 2017



FCS Principal Report: June

- Professional development
- Student data
- Implementations for the 2017-18 School Year



Professional Development

Summer Professional Development

- Conscience Discipline
- Principal Training
- Avid Training
- PAEC Leadership Conference
- New Teacher Boot Camp
- Marzano Training for Administrators
- Marzano Training for Teachers

Top 3 Goals

- Improve average daily attendance to 95%
- Reduce discipline referrals by 50%
- Increase student growth by 60%

Student Data: absences

How absences are reflective of test scores:

Each student is expected to be in class on a daily basis and this equates to a total of 1,260 periods per school year. For the 2016-17 school year there were **57, 144 periods** missed by middle/high school students. Of those, **44, 000** were unexcused. This number pertains to 436 students, who missed an average of 131 periods during the school year. At the elementary level, **7, 554** periods were missed. Of those, 2, 196 were unexcused. This number pertains to 207 students, who missed an average of 37 periods during the school year.



2016-17 Referral breakdown:

Elem: 199 students that accounted for 969 referrals

MS/HS: 159 Students that accounted for 540 referrals

Total Students: 358

Total Referrals: 1509

This equates to 36% of our student population being out of the classroom for a period of time throughout the school year.

Student Data: absences related to test scores

3rd, 4th and 5th Grade with more than 10 days absence

3rd 45
Grade total

Score	1	2	3	4	5	
ELA:	16- 37%	16- 37%	7- 15%	4- 9%	1- 2%	43
Math:	27- 61%	10- 23%	5- 11%	2- 5%		44

**4th
Grade** 44 total

Score:	1	2	3	4	
ELA:	28- 70%	7- 18%	4- 10%	1- 2%	40
Math:	23- 57%	9- 24%	7- 17%	1- 2%	38

**5th
Grade** 41 total

Score:	1	2	3	4	
ELA:	25- 64%	8- 24%	4- 8%	2- 4%	38
Math:	24- 65%	8- 21%	5- 12%	1- 2%	36
Science:	26- 67%	10- 26%	2- 4%	1- 3%	39

Student Data: absences related to test scores

Middle/High Students missing more than 200 periods.

6th Grade

	1's	2's	3's					
ELA	2- 33%	3- 50%	1- 17%	One student did not test.				
Math	4- 57%	3- 43%						
7 students total.								

7th Grade

	1's	2's				
ELA	3- 100%					
Math	2- 66%	1- 33%				
Civics	3- 100%					
5 students total- 2 students did not test at all.						

8th Grade

	1's	2's				
ELA	2- 66%	1- 33%				
Math	2- 66%	1- 33%				
Bio		3- 100%				
4 students total. 1 student did not test at all.						

9th Grade

	1's	2's	3's			
ELA	2- 66%		1- 33%			
Math	1- 50%		1- 50%	One student did not test.		
6 students total. 2 students did not test at all.						

10th Grade

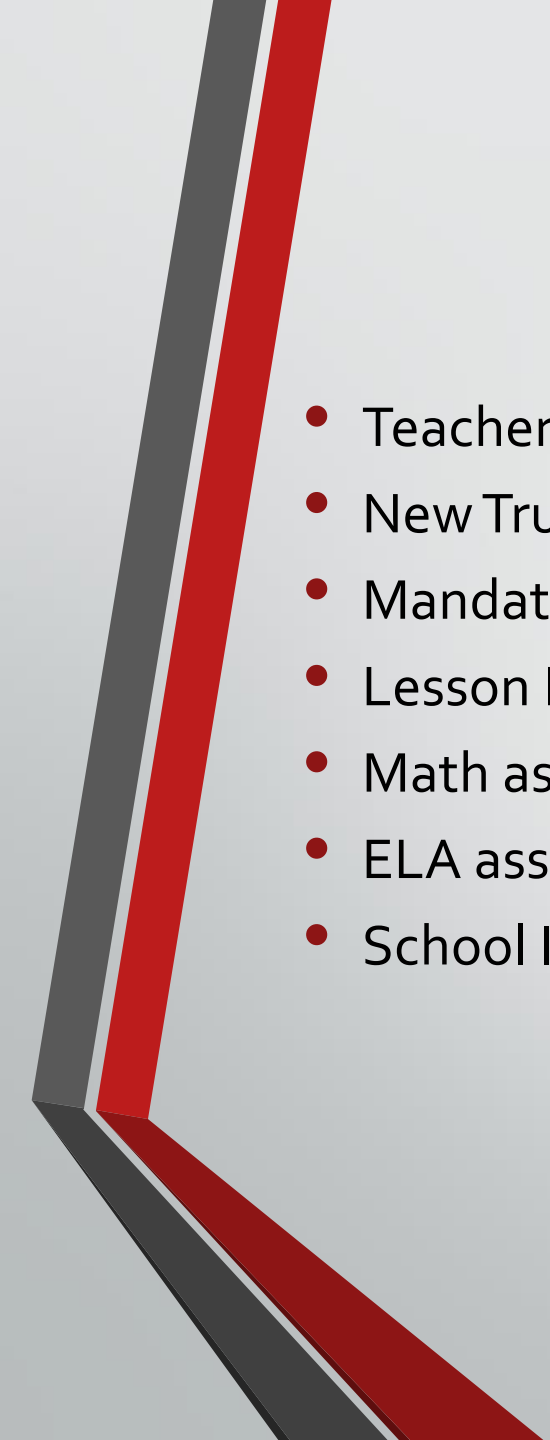
	1's	2's	3's	4's		
ELA	5- 55%	2- 22%	1- 11%	1- 11%		
Math	5- 63%	2- 25%		1- 13%		
Bio		1- 100%				
16 students total. 5 students did not test at all.						

11th Grade

	1's	2's	3's	4's		
ELA	2- 66%			1- 33%		
Math		2- 50%	2- 50%			
16 students total. 8 students did not test at all.						

12th Grade

	1's	2's	3's			
ELA	3- 43%	3- 43%	1- 14%			
22 students total. Some students are dual-enrolled, etc.						



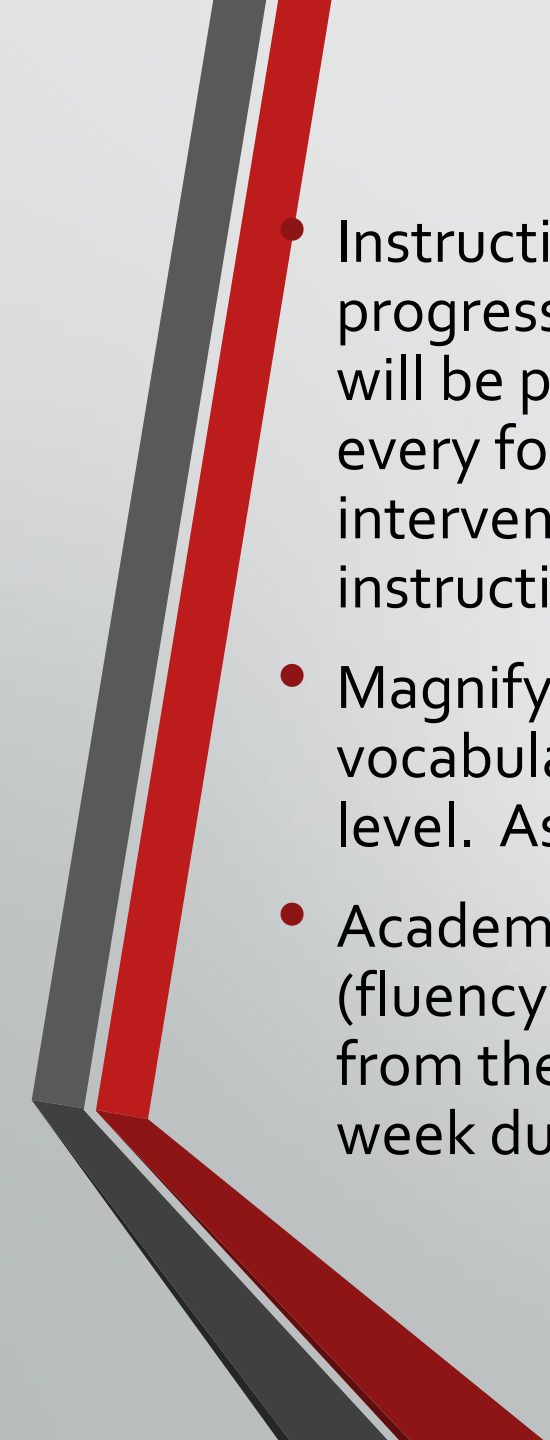
Steps to Success

- Teachers as Advisors Program
- New Truancy Intervention Plan
- Mandatory Walk to Intervention K-5
- Lesson Plans due to administration in advance
- Math assistance: Shelly Miedona from DOE
- ELA assistance: Dr. Kathy Oropallo
- School Improvement Specialist assistance: Jeff Sewell from DOE



Reading Plan of Action K-5

- Each teacher within the grade will take a group: above, on, below, or low level so all academic levels are serviced. Teachers providing instruction for the low level group will have the support of the reading coach, interventionist, guidance, para, and/or Magnifying Minds.
- Students will be grouped, initially based on FSA/DE data (groups can change based on progressing monitoring data from weekly assessments or MAPS)
- Teachers working with the above and on level students will focus on vocabulary

- 
- Instruction, implemented for 2-3 weeks, based on deficient skills from progress monitoring data. Students in the below and low level groups will be progress monitored every 2-3 weeks. Groups will be revisited every four weeks. Teachers will meet with the reading coach and interventionist every Monday to review data and determine next steps of instruction. MTSS will take place on Fridays.
 - Magnifying Minds K-2: focus on fluency (letters, sounds, sight vocabulary, decoding, blending, reading grade material) at each grade level. Assigned students from the low level group.
 - Academic Mentors (upcoming juniors) will be trained using Great Leaps (fluency program for grades K-12), assigned to a classroom and students from the below level groups. Mentors will see the students 2-3 days per week during a time permitted by their schedule.



Reading Plan of Action: Grades 6-8

- Intervention to be provided three days per week during an elective period by reading coach, interventionist, guidance, ESE teacher.
- Students will be selected based on their FSA score, each instructional person will work with a small for group for approximately 30-40 minutes.



Reading Plan of Action: Alternative School

- Suggested reading program Read 180 (whole group and small group stations, teacher, computer, independent reading) MAPS, Read Works, AR 360, News ELA

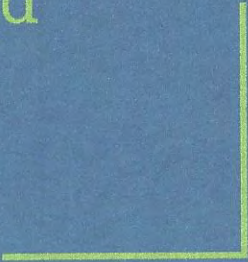
Schedule

Grade	Time/Days	Curriculum Materials	Implementation By	
3-5	8:45-9:15 M-Th	Rewards, Great Leaps MAPS, Read Works, AR 360, News ELA	Classroom Teacher, Reading Coach, Interventionist, Guidance, Paras, Special Area teachers	
1-2	8:45-9:15 M-Th	Great Leaps	Classroom teacher, paras, *student academic mentors, Magnifying Minds, Special area teachers	
Kdg	10:15-10:45 M-Th	Great Leaps	Classroom teacher, paras, *student academic mentors, Magnifying Minds, Reading Coach	
6	11:10-11:45 T-Th	Rewards, Great Leaps MAPS, Read Works, AR 360, News ELA	ESE teacher, reading coach, interventionist, guidance	
7	12:00-12:40	Rewards, Great Leaps MAPS, Read Works, AR 360, News ELA	ESE teacher, reading coach, interventionist, guidance	
8	1:40-2:15	Rewards, Great Leaps MAPS, Read Works, AR 360, News ELA	ESE teacher, reading coach, interventionist, guidance	



2016-2017 Assessments

Results, Trends, Changes, and
Learning Gains





Comparison of Scores

vs State Average
vs 2015-16 School Year



FCS Assessment Data



Changes: Algebra I

This school year only students with a score of three or better on their Grade 8 FSA Math were automatically scheduled into this course.

All other students were scheduled into Algebra IA. This allows these students to receive the same information over a two-year period... instead of one.

The result:

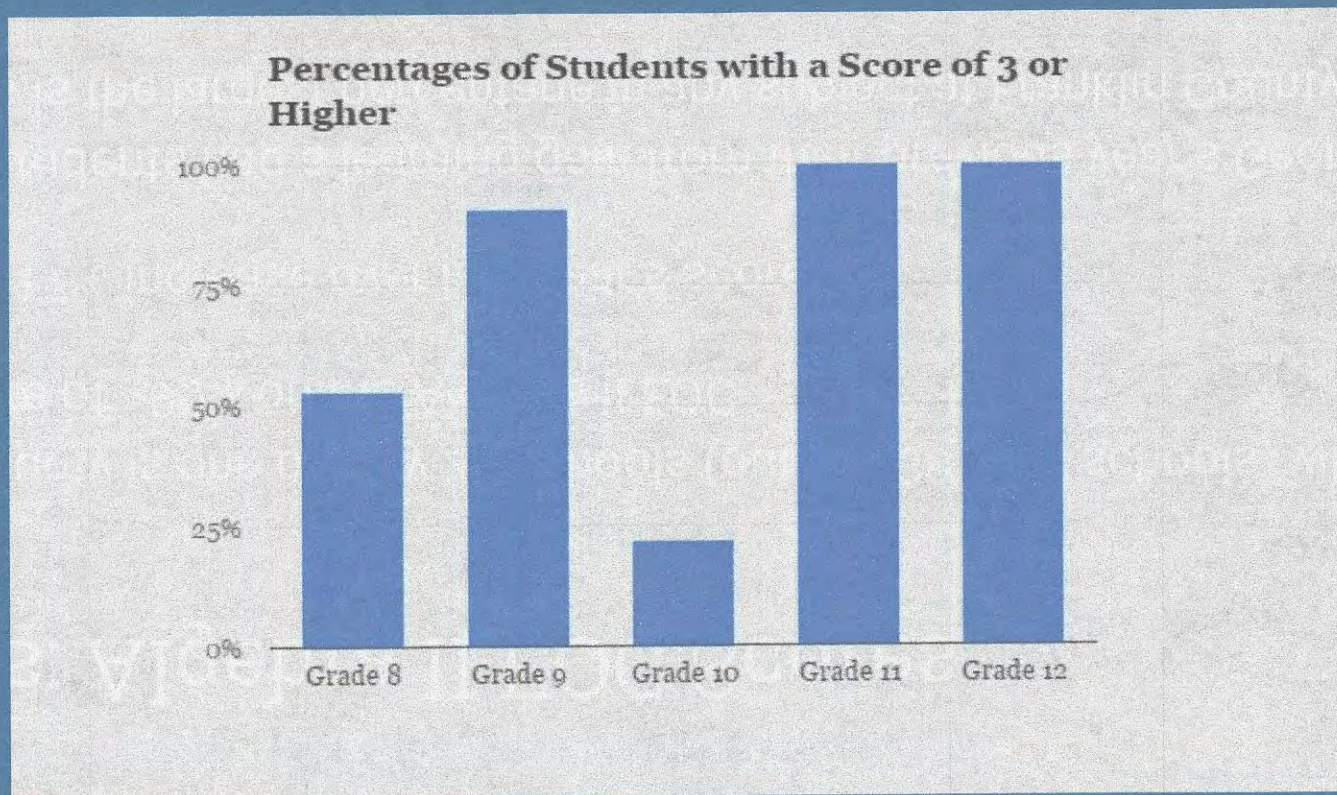
- 58% of the Algebra I students received a three or better vs last year's achievement of 31%

Changes: Biology I

Beginning 2016-17 School Year 8th Grade Students are enrolled in Biology I

- ❖ This is a high school level course
- ❖ Those students who receive a three or better contribute to Middle School Acceleration Points for School Grade
 - Percentage of Students with a score of 3 or Higher
 - 8th Grade: 53% (26 of 49)
 - {six students within two points of a 3}
 - 9th Grade: 91% (20 of 22)
 - 10th Grade: 22% (8 of 37)
 - 11th Grade: 100% (2 of 2)
 - 12th Grade: 100% (1 of 1)

Changes: Biology I (cont.)



Trends: Algebra II EOC Scores

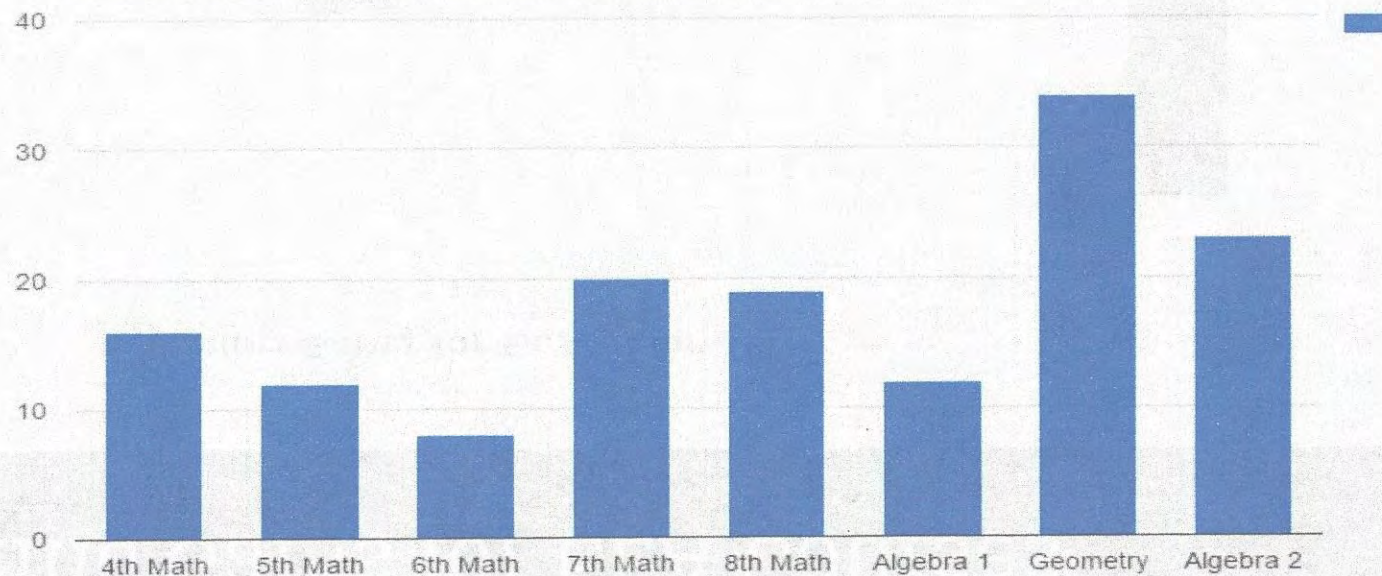
Franklin County is one of only 20 schools (out of 630 total schools) who had a success rate of >90% on the Algebra II EOC.

This was a 17% increase over last year's score.

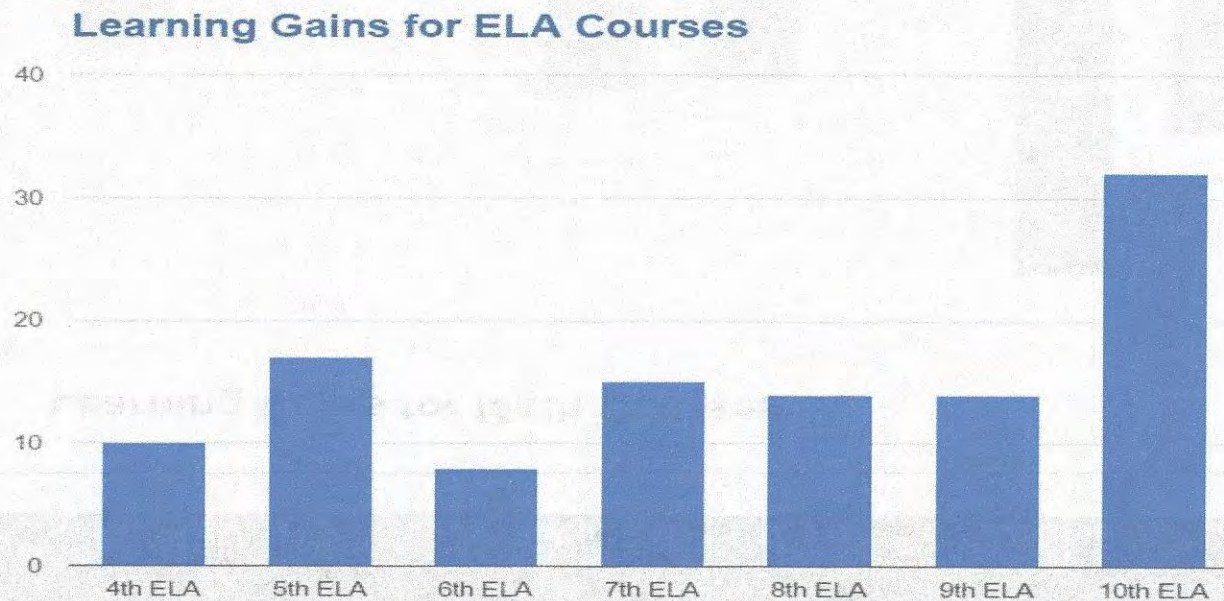
Also, 77% students had a learning gain from their previous year's Geometry EOC score. This is the largest percentage in any subject at Franklin County this year.

Learning Gains for Math Courses

Learning Gains for Math Courses



Learning Gains for ELA Courses





Month of June

Food and Nutrition Services has been traveling to attend Florida School Nutrition Association 2017 Leadership Conference at Saddlebrook Resort at Tampa. Rachel Shiver, April Dalton and myself attended the conference. We learned the Florida School Nutrition Association will be combining the USDA Foods and Equipment Expo with the Food show we usually attend in April or May. We will have one FSNA Conference on October 5-7, 2017. FSNA is cooking up a Brand new Expo and Education Event. This means More Education, More Networking, and More Industry Information. This year's event will be in Daytona. I want to set a goal of all the Food Service staff becoming Florida members and attending this year. Our staff could get their professional standard continuing education units by attending. This Conference is where FCS and ABC will have submitted awards for 2017 National Breakfast Week.

April Dalton and I will be attending the 2017 National School Nutrition Association Conference in July at Atlanta. We will be networking with foodservice staff from all over the United States. We will attend the Education Sessions, Food Exhibit Halls, and USDA workshops.

Rachel and I attended the Power Buying Group Meeting at Howey in the Hills. We sampled new food items for the upcoming year. I had the pleasure to be a presenter and share a power point showing the accomplishments of FCS's for 2016-17 school year. I think SB Chairman Stacy Kirvin wished this on me. (Be a presenter) Yes I made them laugh.

Summer Feeding Program is open at 5 sites. You may have seen the banners and yard signs around. You can find out what site is closest to you and the meal service times by dialing 211, Text FoodFL to 877-877 or visit SummerBreakSpot.org. Summer Breakspots provide breakfast and lunch at NO CHARGE to any kid and teen 18 and under.

We have served approximately 3090 breakfast and 4050 lunches in the month of June. It is a pleasure to know Franklin County kids can get nutritious meals in the summer.



Florida Department of Agriculture and Consumer Services
Division of Food, Nutrition and Wellness

**CHILD NUTRITION PROGRAMS
AGREEMENT**

ADAM H. PUTNAM
COMMISSIONER

SPONSOR NAME:	SPONSOR NUMBER:	
ADDRESS:	CITY:	ZIP:

This is an agreement between the Florida Department of Agriculture and Consumer Services (FDACS) and the sponsor identified to participate in one or more of the following U.S. Department of Agriculture (USDA) Child Nutrition Programs administered by FDACS:

Program	Federal Regulation	CFDA
National School Lunch Program (NSLP) Afterschool Snack Program (ASP) Seamless Summer Option (SSO)	7 CFR 210, 245	10.555
School Breakfast Program (SBP)	7 CFR 220, 245	10.553
Special Milk Program (SMP)	7 CFR 215, 245	10.556
Summer Food Service Program (SFSP)	7 CFR 225	10.559
Food Distribution Program	7 CFR 250	10.550

GENERAL TERMS AND CONDITIONS

1. This Agreement shall be effective from the date the Agreement and Program Application are approved by FDACS. FDACS's performance and obligation to pay under this Agreement are contingent upon continued availability of funds appropriated by Congress for the Child Nutrition Programs and an annual appropriation by the Legislature.
2. This Agreement remains in effect until terminated by either party. At least 30 days written notice must be given to terminate this Agreement. Upon termination of this Agreement, FDACS shall make no further disbursement of funds to the sponsor in accordance with this Agreement, except to reimburse the sponsor in connection with eligible meals served on or prior to the termination of this Agreement. No termination or suspension of this Agreement shall affect the obligation of the sponsor to maintain records and to make such records available for audit.
3. The sponsor has the right to appeal decisions made by FDACS in accordance with 7 CFR 210.18(q) and 7 CFR 225.13 that affect participation in the program(s) or Claims for Reimbursement.
4. The sponsor and participating sites under its jurisdiction shall comply with all provisions of 7 CFR parts 210, 215, 220, 225, 245 and 250.

REQUIREMENTS FOR PARTICIPATION IN CHILD NUTRITION PROGRAMS

Each sponsor operating the National School Lunch Program (NSLP) or Seamless Summer Option (SSO) shall, with respect to participating sites under its jurisdiction:

1. Maintain a nonprofit school food service and observe the requirements for and limitations on the use of nonprofit school food service revenues set forth in 7 CFR §210.14 and the limitations on any competitive school food service as set forth in 7 CFR §210.11;
2. Limit its net cash resources to an amount that does not exceed 3 months average expenditures for its nonprofit school food service or such other amount as may be approved in accordance with 7 CFR §210.19(a);
3. Maintain a financial management system as prescribed under 7 CFR §210.14(c);
4. Comply with the requirements of the USDA's regulations regarding financial management (2 CFR 200, as applicable);
5. Serve lunches, during the lunch period, which meet the minimum requirements prescribed in 7 CFR §210.10;
6. Price the lunch as a unit in accordance with 7 CFR §210.10(a)(2);
7. Serve lunches free or at a reduced price to all children who are determined by the local educational agency to be eligible for such meals under 7 CFR part 245;
8. Claim reimbursement at the assigned rates only for reimbursable free, reduced price and paid lunches served to eligible children in accordance with 7 CFR part 210. Agree that the sponsor official signing the claim shall be responsible for reviewing and analyzing meal counts to ensure accuracy as specified in 7 CFR §210.8 governing claims for reimbursement. Acknowledge that failure to submit accurate claims will result in the recovery of an overclaim and may result in the withholding of payments, suspension or termination of the program as specified in 7 CFR §210.25. Acknowledge that if failure to submit accurate claims reflects embezzlement, willful misapplication of funds, theft, or fraudulent activity, the penalties specified in 7 CFR §210.26 shall apply;
9. Count the number of free, reduced price and paid reimbursable meals served to eligible children at the point of service, or through another counting system if approved by FDACS;
10. Submit Claims for Reimbursement in accordance with 7 CFR §210.8;
11. Comply with the audit regulations stated in 2 CFR 200, Subpart F – Audit Requirements, if during the organization's fiscal year, Federal funds received from all programs totals \$750,000 or more;
12. Comply with the requirements of the USDA's regulations regarding nondiscrimination (7 CFR parts 15, 15a, 15b);
13. Make no discrimination against any child because of his or her eligibility for free or reduced price meals in accordance with the approved Free and Reduced Price Policy Statement;
14. Enter into an agreement to receive donated foods as required by 7 CFR part 250;
15. Maintain, in the storage, preparation and service of food, proper sanitation and health standards in conformance with all applicable State and local laws and regulations, and comply with the food safety requirements of 7 CFR §210.13;

16. Accept and use, in as large quantities as may be efficiently utilized in its nonprofit school food service, such foods as may be offered as a donation by the USDA;
17. Maintain necessary facilities for storing, preparing and serving food;
18. Upon request, make all accounts and records pertaining to its school food service available to FDACS and to the USDA, for audit or review, at a reasonable time and place. Such records shall be retained for a period of 3 years after the date of the final Claim for Reimbursement for the fiscal year to which they pertain, except that if audit findings have not been resolved, the records shall be retained beyond the 3 year period as long as required for resolution of the issues raised by the audit;
 - a. For public school districts and charter schools, retain records for five (5) fiscal years in accordance with General Records Schedule GS7 for Public Schools Pre-K-12 and Adult and Career Education. This retention schedule supersedes the requirement above;
19. Maintain files of currently approved and denied free and reduced price applications which must be readily retrievable by school;
20. Directly certify children for free school meals using the Florida Direct Certification System at least three times during the school year as required by FDACS. More frequent direct certification efforts are permissible and encouraged;
21. Maintain files of the names of children currently approved for free meals through direct certification with the supporting documentation, as specified in 7 CFR §245.6(b)(5), which must be readily retrievable by school. Documentation for direct certification must include information obtained directly from the appropriate State or local agency, or other appropriate individual, as specified by the USDA, that:
 - a. A child in the *Family*, as defined in 7 CFR §245.2, is receiving benefits from *SNAP*, *FDPIR* or *TANF*, as defined in 7 CFR §245.2; if one child is receiving such benefits, all children in that family are considered to be directly certified;
 - b. The child is a homeless child as defined in 7 CFR §245.2;
 - c. The child is a runaway child as defined in 7 CFR §245.2;
 - d. The child is a migrant child as defined in 7 CFR §245.2;
 - e. The child is a Head Start child as defined in 7 CFR §245.2; or
 - f. The child is a foster child as defined in 7 CFR §245.2.
22. Retain the individual applications for free and reduced price lunches and meal supplements submitted by families for a period of 3 years after the end of the fiscal year to which they pertain or as otherwise specified under paragraph (18) of this section; and
23. No later than December 31 of each year, provide FDACS with a list of all sites under its jurisdiction in which 50 percent or more of enrolled children have been determined eligible for free or reduced price meals as of the last operating day the preceding October. FDACS may designate a month other than October for the collection of this information, in which case the list must be provided to FDACS within 60 calendar days following the end of the month designated by FDACS. In addition, each sponsor shall provide, when available for the sites under its jurisdiction, and upon the request of a sponsoring organization of day care homes of the Child and Adult Care Food Program, information on the boundaries of the

attendance areas for the sites identified as having 50 percent or more of enrolled children certified eligible for free or reduced price meals.

Each sponsor with eligible sites, as defined in 7 CFR 210.10(n)(1), that elects to serve meal supplements during afterschool care programs, shall:

1. Serve meal supplements which meet the minimum requirements prescribed in 7 CFR §210.10;
2. Price the meal supplement as a unit in accordance with 7 CFR §210.10(a)(2);
3. Serve meal supplements free or at a reduced price to all children who are determined by the sponsor to be eligible for free or reduced price school meals under 7 CFR part 245;
4. If charging for meals, the charge for a reduced price meal supplement shall not exceed 15 cents;
5. Claim reimbursement at the assigned rates only for meal supplements served in accordance with the agreement;
6. Claim reimbursement for no more than one meal supplement per child per day;
7. Comply with the audit regulations stated in 2 CFR 200, Subpart F – Audit Requirements, if during the organization's fiscal year, Federal funds received from all programs totals \$750,000 or more;
8. Review each afterschool care program two times a year; the first review shall be made during the first four weeks that the site is in operation each school year, except that an afterschool care program operating year round shall be reviewed during the first four weeks of its initial year of operation, once more during its first year of operation, and twice each school year thereafter; and
9. Comply with all requirements of 7 CFR §210.9, except that, claims for reimbursement need not be based on "point of service" meal supplement counts (as required by 7 CFR 210.9(b)(9)).

Each sponsor operating the School Breakfast Program (SBP) shall, with respect to participating sites under its jurisdiction:

1. Maintain a nonprofit school food service;
2. In accordance with the financial management system established under 7 CFR §220.13(i), use all revenues received by such food service only for the operation or improvement of that food service except that facilities, equipment, and personnel support with funds provided to a sponsor under this part may be used to support a nonprofit nutrition program for the elderly, including a program funded under the Older Americans Act of 1965 (42 U.S.C. 3001 *et seq.*);
3. Revenues received by the nonprofit school food service shall not be used to purchase land or buildings or to construct buildings;
4. Limit its net cash resources to an amount that does not exceed three months average expenditure for its nonprofit school food service or such other amount as may be approved by FDACS; and
5. Observe the limitations on any competitive food service as set forth in 7 CFR §210.10 and 7 CFR §220.12;

6. Serve breakfasts which meet the minimum requirements prescribed in 7 CFR §220.8, during a period designated as the breakfast period by the site;
7. Price the breakfast as a unit in accordance with 7 CFR §220.8(a)(2);
8. Supply breakfast without cost or at reduced price to all children who are determined by the sponsor to be unable to pay the full price thereof in accordance with the free and reduced price policy statements approved under 7 CFR part 245;
9. Make no discrimination against any child because of his inability to pay the full price of the breakfasts;
10. Claim reimbursement at the assigned rates only for breakfasts served in accordance with the agreement;
11. Submit Claims for Reimbursement in accordance with 7 CFR §220.11 and procedures established by FDACS, or the USDA where applicable;
12. Comply with the audit regulations stated in 2 CFR 200, Subpart F – Audit Requirements, if during the organization's fiscal year, Federal funds received from all programs totals \$750,000 or more;
13. Maintain, in the storage, preparation and service of food, proper sanitation and health standards in conformance with all applicable State and local laws and regulations, and comply with the food safety requirements in paragraph (a)(2) and paragraph (a)(3) of 7 CFR §220.7;
14. Purchase, in as large quantities as may be efficiently utilized in its nonprofit school food service, foods designated as plentiful by FDACS;
15. Accept and use, in as large quantities as may be efficiently utilized in its nonprofit school food service, such foods as may be offered as a donation by the USDA;
16. Maintain necessary facilities for storing, preparing, and serving food;
17. Maintain a financial management system as prescribed by FDACS, or the USDA where applicable;
18. Upon request, make all accounts and records pertaining to its nonprofit school food service available to FDACS, to the USDA and to the USDA's Office of Audit for audit or review at a reasonable time and place. Such records shall be retained for a period of three years after the end of the fiscal year to which they pertain, except that if audit findings have not been resolved, the records shall be retained beyond the three-year period as long as required for the resolution of the issues raised by the audit.
 - a. For public school districts and charter schools, retain records for five (5) fiscal years in accordance with General Records Schedule GS7 for Public Schools Pre-K-12 and Adult and Career Education. This retention schedule supersedes the requirement above.
19. Retain documentation of free or reduced price eligibility as follows:
 - a. Maintain files of currently approved and denied free and reduced price applications which must be readily retrievable by school for a period of three years after the end of the fiscal year to which they pertain; or
 - b. Maintain files with the names of children currently approved for free meals through direct certification with the supporting documentation, as specified in §245.6(b)(4) of this chapter, which must be readily retrievable by school. Documentation for direct certification must include information obtained

directly from the appropriate State or local agency, or other appropriate individual, as specified by the USDA, that:

- i. A child in the *Family*, as defined in 7 CFR §245.2, is receiving benefits from *SNAP*, *FDPIR* or *TANF*, as defined in §245.2; if one child is receiving such benefits, all children in that family are considered to be directly certified;
 - ii. The child is a homeless child as defined in 7 CFR §245.2;
 - iii. The child is a runaway child as defined in 7 CFR §245.2;
 - iv. The child is a migrant child as defined in 7 CFR §245.2;
 - v. The child is a Head Start child, as defined in 7 CFR §245.2; or
 - vi. The child is a foster child as defined in 7 CFR §245.2.
20. Directly certify children for free school meals using the Florida Direct Certification System at least three times during the school year as required by FDACS. More frequent direct certification efforts are permissible and encouraged; and
21. Comply with the requirements of the USDA's regulations respecting nondiscrimination (7 CFR part 15).

Each sponsor approved to participate in the Special Milk Program (SMP) shall, with respect to sites under its jurisdiction:

1. Operate a nonprofit milk service. However, sponsors may use facilities, equipment, and personnel supported with funds provided to a sponsor to support a nonprofit nutrition program for the elderly, including a program funded under the Older Americans Act of 1965 (42 U.S.C. 3001 *et seq.*).
2. If electing to provide free milk (i) serve milk free to all eligible children, at times that milk is made available to nonneedy children under the program; and (ii) make no discrimination against any needy child because of his inability to pay for the milk.
3. Comply with the requirements of the USDA's regulations respecting nondiscrimination (7 CFR part 15);
4. Claim reimbursement only for milk as defined in this part and in accordance with the provisions of 7 CFR §215.8 and 7 CFR §215.10;
5. Submit Claims for Reimbursement in accordance with 7 CFR §215.10 of this part and procedures established by FDACS or the USDA where applicable;
6. Comply with the audit regulations stated in 2 CFR 200, Subpart F – Audit Requirements, if during the organization's fiscal year, Federal funds received from all programs totals \$750,000 or more;
7. Maintain a financial management system as prescribed by FDACS, or the USDA where applicable;
8. Upon request, make all records pertaining to its milk program available to FDACS and to the USDA for audit and administrative review, at any reasonable time and place. Such records shall be retained for a period of three years after the end of the fiscal year to which they pertain, except that, if audit findings have not been resolved, the records shall be retained beyond the three-year period as long as required for the resolution of the issues raised by the audit; and
9. Retain the individual applications for free milk submitted by families for a period of three years after the end of the fiscal year to which they pertain, except that, if

audit findings have not been resolved, the records shall be retained beyond the three-year period as long as required for the resolution of the issues raised by the audit.

- a. For public school districts and charter schools, retain records for five (5) fiscal years in accordance with General Records Schedule GS7 for Public Schools Pre-K-12 and Adult and Career Education. This retention schedule supersedes the requirement above.

Each sponsor approved for participation in the Summer Food Service Program (SFSP) shall:

1. Operate a nonprofit food service during the period specified, as follows:
 - a. From May through September for children on school vacation;
 - b. At any time of the year, in the case of sponsors administering the Program under a continuous school calendar system; or
 - c. During the period from October through April, if it serves an area affected by an unanticipated school closure due to a natural disaster, major building repairs, court orders relating to school safety or other issues, labor-management disputes, or, when approved by FDACS, a similar cause.
2. For sponsors, offer meals which meet the requirements and provisions set forth in 7 CFR §225.16 during times designated as meal service periods by the sponsor, and offer the same meals to all children;
3. For all other sponsors, serve meals which meet the requirements and provisions set forth in 7 CFR §225.16 during times designated as meal service periods by the sponsor, and serve the same meals to all children;
4. Serve meals without cost to all children, except that camps may charge for meals served to children who are not served meals under the program;
5. Issue a free meal policy statement in accordance with 7 CFR §225.6(c);
6. Meet the training requirement for its administrative and site personnel, as required under 7 CFR §225.15(d)(1);
7. Claim reimbursement only for the type or types of meals specified in the agreement and served without charge to children at approved sites during the approved meal service period, except that camps shall claim reimbursement only for the type or types of meals specified in the agreement and served without charge to children who meet the program's income standards. The agreement shall specify the approved levels of meal service for the sponsor's sites if such levels are required under 7 CFR §225.6(d)(2). No permanent changes may be made in the serving time of any meal unless the changes are approved by FDACS;
8. Submit claims for reimbursement in accordance with procedures established by FDACS, and those stated in 7 CFR §225.9;
9. Comply with the audit regulations stated in 2 CFR 200, Subpart F – Audit Requirements, if during the organization's fiscal year, Federal funds received from all programs totals \$750,000 or more;
10. In the storage, preparation and service of food, maintain proper sanitation and health standards in conformance with all applicable State and local laws and regulations;

11. Accept and use, in quantities that may be efficiently utilized in the program, such foods as may be offered as a donation by the USDA;
12. Have access to facilities necessary for storing, preparing, and serving food;
13. Maintain a financial management system as prescribed by FDACS;
14. Maintain on file documentation of site visits and reviews in accordance with 7 CFR §225.15(d) (2) and (3);
15. Upon request, make all accounts and records pertaining to the program available to State, Federal, or other authorized officials for audit or administrative review, at a reasonable time and place. The records shall be retained for a period of 3 years after the end of the fiscal year to which they pertain, unless audit or investigative findings have not been resolved, in which case the records shall be retained until all issues raised by the audit or investigation have been resolved
 - a. For public school districts and charter schools, retain records for five (5) fiscal years in accordance with General Records Schedule GS7 for Public Schools Pre-K-12 and Adult and Career Education. This retention schedule supersedes the requirement above.
16. Submit information as required in this Program agreement that is true and correct, acknowledging that deliberate misrepresentation or withholding of information may result in prosecution under the applicable State and Federal statutes;
17. Maintain children on site while meals are consumed; and
18. Retain final financial and administrative responsibility for its program.

Each sponsor receiving donated foods under FDACS' Food Distribution Program shall:

1. Distribute and use of donated foods is in accordance with 7 CFR part 250;
2. Be responsible for reporting to FDACS for any improper distribution or use of donated foods or for any loss of, or damage to, donated foods caused by their fault or negligence;
3. Have and preserve a right to assert claims against other persons to whom donated foods are delivered for care, handling or distribution; and
4. Take action to obtain restitution in connection with claims for improper distribution, use or loss of, or damage to, donated foods.

ASSURANCE OF CIVIL RIGHTS COMPLIANCE

The sponsor hereby agrees that it will comply with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.), Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794), the Age Discrimination Act of 1975 (42 U.S.C. 6101 et seq.); all provisions required by the implementing regulations of the United States Department of Agriculture (USDA); Department of Justice Enforcement Guidelines, 28 CFR Part SO.3 and 42; and the Food and Nutrition Service (FNS) directives and guidelines, to the effect that, no person shall, on the grounds of race, color, national origin, age, sex, or disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity for which the SPONSOR receives federal financial

assistance from the USDA; and gives assurance that it will immediately take measures necessary to effectuate this Agreement.

By accepting this assurance, the sponsor agrees to compile data, maintain records, and submit reports as required to permit effective enforcement of the nondiscrimination laws and permit authorized FDACS and USDA personnel, during hours of program operation, to review such records, books, and accounts as needed to ascertain compliance with the nondiscrimination laws. If there are any violations of this assurance, the USDA, shall have the right to seek judicial enforcement of this assurance.

This assurance is binding on the sponsor, its successors, transferees, and assignees as long as it receives assistance or retains possession of any assistance from USDA. The person (or persons) whose signature(s) appear(s) below is/are authorized to sign this assurance on behalf of the sponsor.

CERTIFICATION REGARDING LOBBYING

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

The undersigned sponsor certifies, to the best of his or her knowledge and belief, that:

1. No Federal appropriated-funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of congress, or an employee of a member of congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
2. If any funds other than Federal-appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of congress, an officer or employee of congress, or an employee of a member of congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, Disclosure Form to Report Lobbying, in accordance with its instructions.
3. The language of this certification shall be included in the award documents for all sub-awards at all tiers (including sub-contracts, subgrants, and contracts under grants, loans and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

CERTIFICATION REGARDING DRUG-FREE WORKPLACE

This certification is required by the regulations implementing Sections 5151-5160 of the Drug Free Workplace Act of 1988 (Pub. L. 100-690, Title V, Subtitle D; 41 U.S.C. 701 et seq.), 2 CFR Part 182. The regulations, published as Part II of the May 25, 1990 Federal Register (pages 21681-21691), require certification by grantees, prior to award, that they will maintain a drug-free workplace.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. False certification or violation of the certification shall be grounds for suspension of payments, suspension or termination of grants, or suspension or debarment (see 7 CFR Part 3017, Sections 3017.615 and 3017.620).

1. The applicant certifies that it will provide a drug-free workplace by:
 - a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.
 - b. Establishing an on-going, drug-free awareness program to inform employees about:
 - i. The dangers of drug abuse in the workplace
 - ii. The grantee's policy of maintaining a drug-free workplace
 - iii. Any available drug counseling, rehabilitation, and employee assistance programs, and
 - iv. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
 - c. Requiring that each employee engaged in the performance of the grant be given a copy of the statement required by paragraph (a).
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - i. Abide by the terms of the statement.
 - ii. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.
 - e. Notifying the agency in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
 - f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 - i. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

- ii. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency.
 - g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- 2. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code):

Check ☐ if there are workplaces on file that are not identified here.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, AND OTHER MATTERS – PRIMARY COVERED TRANSACTIONS

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 2 CFR Part 180, Subpart C, Responsibilities of Participants Regarding Transactions Doing Business with Other Persons. Copies of the regulations may be obtained by contacting the Department of Agriculture agency offering the proposed covered transaction.

1. The prospective primary participant [Sponsor] certifies to the best of its knowledge and belief, that it and its principals:
 - a. are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
 - b. have not within a three-year period preceding this proposal been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 - c. are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and
 - d. have not within a three-year period preceding this application/proposal had one or more public transactions (Federal, State or local) terminated for cause or default.

2. Where the prospective primary participant [Sponsor] is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this agreement.

This Agreement constitutes the entire Agreement between the parties. No waiver, consent, modification, or change of terms of this Agreement shall bind either party unless in writing and signed by both parties. The Sponsor, by the signature of its authorized representative, hereby acknowledges that he/she has read this Agreement, understands it, and agrees to be bound by its terms and conditions.

Signature of Authorized Official

Printed Name of Authorized Official

Title

Date

Sign and return two (2) original copies of this Agreement to:

Florida Department of Agriculture and Consumer Services
Division of Food, Nutrition and Wellness
600 S. Calhoun Street (H2)
Tallahassee, Florida 32399

OFFICIAL USE ONLY

Florida Department of Agriculture and Consumer Services

APPROVED BY:

Director of Administration

Date



State Board of Education

Marva Johnson, *Chair*
John R. Padget, *Vice Chair*
Members
Gary Chartrand
Tom Grady
Rebecca Fishman Lipsey
Michael Olenick
Andy Tuck

Pam Stewart
Commissioner of Education

June 6, 2017

Nick O'Grady, Federal Programs Director
Franklin County School District
85 School Road, Suite 1
Eastpoint, FL 32328

Dear Mr. O'Grady:

We are pleased to inform you that the 2015-2016 No Child Left Behind monitoring review of Franklin County School District's Titled Programs resulted in no findings. Therefore, no system improvement plans are required.

Sincerely,

Sonya Morris

2015-2016 No Child Left Behind and Selected Florida Statutes Monitoring Self-Evaluation Certification

Local Education Agency: Franklin

Programs Self-Evaluated, Contact Information, and Outcomes

Program	Compliance Status	Program Contact Information
Title I Part A, Improving the Academic Achievement of the Disadvantaged	Requirements Met Compliance Item(s): A1A-1, A1A-2, A1A-3, A1A-4, A1A-7, C1A-2, C1A-3, D1A-1, H1A-1, I1A-1, I1A-4, I1A-5, I1A-6, K1A-1, K1A-2, K1A-3, K1A-4, K1A-5, K1A-6, L1A-1	Nick O'Grady nogrady@franklin.k12.fl.us (850) 670-2810 4110
	Further Action Required (System Improvement Plan Required) Compliance Item(s):	
	Not Applicable* Compliance Item(s): A1A-5, A1A-6, C1A-1, D1A-2, D1A-3, D1A-4, D1A-5, D1A-6, I1A-2, I1A-3	
Title I Part C, Education of Migratory Children	Requirements Met Compliance Item(s): A1C-1, A1C-2, B1C-1, B1C-2, B1C-3, B1C-4, B1C-5, B1C-6, B1C-7, B1C-8, B1C-9, B1C-10, B1C-11, B1C-12, B1C-13, C1C-1, D1C-1, H1C-1, I1C-1, I1C-2	Maria I. Pouncey maria.pouncey@paec.org (850) 638-6131 2266
	Further Action Required (System Improvement Plan Required) Compliance Item(s):	
	Not Applicable* Compliance Item(s):	
Title II, Part A, Teacher and Principal Training and Recruiting Fund	Requirements Met Compliance Item(s): A11A-1, A11A-2, A11A-4, B11A-1, B11A-2, B11A-3, B11A-4, B11A-5, C11A-1, E11A-1, F11A-1, G11A-1, H11A-1, J11A-1, J11A-2	Nick O'Grady nogrady@franklin.k12.fl.us (850) 670-2810 4110
	Further Action Required (System Improvement Plan Required) Compliance Item(s):	
	Not Applicable* Compliance Item(s): A11A-3, D11A-1, I11A-1	

2015-2016 No Child Left Behind and Selected Florida Statutes Monitoring Self-Evaluation Certification


Local Education Agency: Franklin

Programs Self-Evaluated, Contact Information, and Outcomes

Program	Compliance Status	Program Contact Information
Title VI, Part B, Subpart 2 : Rural and Low Income Schools Program	Requirements Met Compliance Item(s): AVIB-1, BVIB-1, IVIB-1, IVIB-2	Nick O'Grady nogrady@franklin.k12.fl.us (850) 670-2810 4110
	Further Action Required (System Improvement Plan Required) Compliance Item(s):	
	Not Applicable* Compliance Item(s):	
	Not Applicable* Compliance Item(s): IXC-1, IXC-3	
Title X, Part C, Homeless Education Program	Requirements Met Compliance Item(s): AXC-1, AXC-2, AXC-3, AXC-4, AXC-5, AXC-6, AXC-7, BXC-1, CXC-1, CXC-2, CXC-3, GXC-1, GXC-2, HXC-1, IXC-2, KXC-1	Nick O'Grady nogrady@franklin.k12.fl.us (850) 670-2810 4110
	Further Action Required (System Improvement Plan Required) Compliance Item(s):	
	Not Applicable* Compliance Item(s): IXC-1, IXC-3	

***If not applicable because the LEA does not participate in this program, please indicate this.**

I, Nina Marks, Superintendent, do hereby certify that all facts, figures, and representations reported herein are true, correct, and consistent with the requirements set forth in the No Child Left Behind Act and cited sections of the Uniformed Guidance and Florida Statutes. Furthermore, all applicable statutes, regulations, procedures, and administrative requirements have been implemented to ensure proper accountability for the expenditures of funds. All records necessary to substantiate these requirements will be available for review by appropriate federal and state personnel.



 Signature of Superintendent _____ Date 12/8/15

Submit this form with original signature to:

OFF@fldoe.org

OR

Bureau of Federal Educational Programs
Florida Department of Education
 325 West Gaines Street, Suite 644
 Tallahassee, FL 32399-0400
 Attention: Sonya G. Morris



Superintendent Traci Moses
tmoses@franklin.k12.fl.us
(850)670-2810 ex. 4111

Franklin County District Schools

85 School Rd., Suite 1
Eastpoint, FL 32328

June 22, 2017

MEMORANDUM

To: FCS School Board
From: Karen Peddie
Subject: YellowFolder

The Board entered into a contract with YellowFolder, LLC for electronic document management services. The vendor failed to meet the requirements of the contract in that we were unable to access all of our records in their system.

After months of discussion it was determined the vendor would not be able to meet our expectations to fulfill the contract demands and they returned 442 boxes of records.

The records are now in much worse condition than they were upon pick-up by the vendor. Documents were removed from file folders and the contents of the boxes are no longer organized as a complete record for an individual. The records are also no longer in alphabetical order which makes record retrieval nearly impossible.

The process to return the records to a condition in which the district can comply with public records requests will be extremely time consuming and have a considerable cost to the district.

It is my recommendation that the Board terminate the contract and seek legal action against YellowFolder to recover the funds distributed to them as well as damages.

GEORGE THOMPSON

PAM MARSHALL

TERESA ANN MARTIN

STACY KIRVIN

DISTRICT 5
CARL WHALEY

The School Board of Franklin County
Bylaws & Policies

4422 - BENEFITS FOR NONREPRESENTED STAFF

Salaries and fringe benefits for all support staff who are not covered by the terms of a currently-valid negotiated, collectively-bargained agreement shall be not less than those provided in the contract with the Franklin County Teachers Association.

© Neola 2003

CRIMINAL BACKGROUND AND EMPLOYMENT HISTORY CHECKS

The safety of its students is of paramount importance to the District. Consistent with this concern for student safety, and in compliance with Florida law, the District requires that, prior to initial employment, or re-employment if there has been a break in service, all candidates for all administrative positions shall be subject to a criminal background check to determine eligibility for employment.

The application for employment shall inform the applicants that they are subject to criminal background and employment history checks.

The cost of the background screening related to initial employment or re-employment after a break in service will be borne by the candidate for employment.

Fingerprints of candidates for employment or re-employment if there has been a break in service shall be submitted to the Florida Department of Law Enforcement (FDLE) for Statewide criminal and juvenile records checks and to the Federal Bureau of Investigation (FBI) for Federal criminal records checks.

A person who is found ineligible for employment under F.S. 1012.315, or otherwise found through background screening to have been convicted of any crime involving moral turpitude as defined by rule of the State Board of Education, shall not be employed, engaged to provide services, or serve in any position.

For purposes of this policy, "convicted" means that there was a determination of guilt as a result of a trial or the entry of a plea of guilty or nolo contendere, and, during the ten (10) years prior to application for employment, there was a determination of guilt for which adjudication of the conviction was withheld. "Convicted" also includes an adjudication of delinquency of a juvenile as specified in F.S. 943.0435.

Probationary persons subject to this section who are terminated because of their criminal record have the right to appeal such decisions.

Individuals whose fingerprints have not been retained by the FDLE must be re-fingerprinted and re-screened upon re-employment or re-engagement to provide services as an administrative staff member in order to comply with the law.

Furthermore, before employing an administrator in any position that requires direct contact with students, the Superintendent shall conduct employment history checks of each of the candidate's previous employer(s), screen the candidate through use of the educator screening tools described in F.S. 1001.10(5), and document the

findings. If unable to contact a previous employer, the Superintendent shall document efforts to contact the employer (F.S. 1012.27(6)).

Pursuant to State law, all administrators employed by the District must self-report arrests for serious offenses (see AP 1121.01).

Additionally, the fingerprints of all administrators who are employed by the District and have no break in service must be re-submitted to the FDLE and to the FBI every five (5) years so that subsequent Statewide criminal and juvenile records checks and Federal criminal records checks can be completed as required by law.

The cost of this subsequent background screening will be borne by the School Board.

The information contained in reports received from the FDLE and the FBI is confidential.

Although permissible by State law, the District will not share information received as the result of the criminal background check with other school districts.

Furthermore, if information received as a result of the criminal history records check indicates that a certificated administrator has been convicted of certain crimes enumerated by law, the Superintendent must report this information to the Florida Department of Education per Policy 8141 - Mandatory Reporting of Misconduct by Certificated Employees.

F.S. 435.09, .943.0585(4)(a), 943.059(4)(a), 1001.10, 1001.32(2), 1001.41, 1001.42,
1012.23, 1012.27, 1012.315, 1012.32, 1012.56
F.A.C. 6A-10.083

CRIMINAL BACKGROUND AND EMPLOYMENT HISTORY CHECKS

The safety of its students is of paramount importance to the District. Consistent with this concern for student safety, and in compliance with Florida law, the District requires that, prior to initial employment or re-employment if there has been a break in service, all candidates for all positions shall be subject to a criminal background check to determine eligibility for employment.

The application for employment shall inform the applicants that they are subject to criminal background and employment history checks.

The cost of the background screening related to initial employment or re-employment after a break in service will be borne by the candidate for employment.

Fingerprints of candidates for employment or re-employment if there has been a break in service shall be submitted to the Florida Department of Law Enforcement (FDLE) for Statewide criminal and juvenile records checks and to the Federal Bureau of Investigation (FBI) for Federal criminal records checks. A person who is found ineligible for employment under F.S. 1012.315, or otherwise found through background screening to have been convicted of any crime involving moral turpitude as defined by rule of the State Board of Education, shall not be employed, engaged to provide services, or serve in any position.

For purposes of this policy, "convicted" means that there was a determination of guilt as a result of a trial or the entry of a plea of guilty or nolo contendere, and, during the ten (10) years prior to application for employment, there was a determination of guilt for which adjudication of the conviction was withheld. "Convicted" also includes an adjudication of delinquency of a juvenile as specified in F.S. 943.0435.

Probationary persons subject to this section who are terminated because of their criminal record have the right to appeal such decisions.

Individuals whose fingerprints have not been retained by the FDLE must be re-fingerprinted and re-screened upon re-employment or re-engagement to provide services as an instructional staff member in order to comply with the law.

Furthermore, before employing instructional personnel in any position that requires direct contact with students, the Superintendent shall conduct employment history checks of each of the candidate's previous employer(s), screen the candidate through use of the educator screening tools described in F.S. 1001.10(5), and document the findings. If unable to contact a previous employer, the Superintendent shall document efforts to contact the employer (F.S. 1012.27(6)).

Pursuant to State law, all instructional staff members employed by the District must self-report arrests for serious offenses (see AP 3121.01).

Additionally, the fingerprints of all instructional staff members who are employed by the District and have no break in service must be re-submitted to the FDLE and to the FBI every five (5) years so that subsequent Statewide criminal and juvenile records checks and Federal criminal records checks can be completed as required by law.

The cost of this subsequent background screening will be borne by the School Board.

The information contained in reports received from the FDLE and the FBI is confidential.

Although permissible by State law, the District will not share information received as the result of the criminal history background check with other school districts.

Furthermore, if information received as a result of the criminal history records check indicates that a certificated instructional staff member has been convicted of certain crimes enumerated by law, the Superintendent must report this information to the Florida Department of Education per Policy 8141 - Mandatory Reporting of Misconduct by Certificated Employees.

F.S. 435.09, 943.0585(4)(a), 943.059(4)(a), 1001.10(5), 1001.32(2), 1001.41,
1001.42, 1012.23 1012.27(6), 1012.315
F.S. 1012.32, 1012.56
F.A.C. 6A-10.083

1 CRIMINAL BACKGROUND AND EMPLOYMENT HISTORY CHECKS

2 The safety of its students is of paramount importance to the District. Consistent
3 with this concern for student safety, and in compliance with Florida law, the District
4 requires that, prior to initial employment or re-employment if there has been a break
5 in service, all candidates for all positions shall be subject to a criminal background
6 check to determine eligibility for employment.

7 The application for employment shall inform the applicants that they are subject to
8 criminal background and employment history checks.

9 The cost of the background screening related to initial employment or
10 re-employment after a break in service will be borne by the candidate for
11 employment.

12 Fingerprints of candidates for employment or re-employment if there has been a
13 break in service shall be submitted to the Florida Department of Law Enforcement
14 (FDLE) for Statewide criminal and juvenile records checks and to the Federal Bureau
15 of Investigation (FBI) for Federal criminal records checks.

16 A person who is found through background screening to have been convicted of any
17 crime involving moral turpitude as defined by rule of the State Board of Education,
18 or otherwise found ineligible for employment under F.S. 1012.315, shall not be
19 employed.

20
21 For purposes of this policy, "convicted" means that there was a determination of
22 guilt as a result of a trial or the entry of a plea of guilty or nolo contendere, and,
23 during the ten (10) years prior to application for employment, there was a
24 determination of guilt for which adjudication of the conviction was withheld.
25 "Convicted" also includes an adjudication of delinquency of a juvenile as specified in
26 F.S. 943.0435.

27
28 Individuals whose fingerprints have not been retained by the FDLE must be
29 re-fingerprinted and re-screened upon re-employment or re-engagement to provide
30 service as a support staff member.

Furthermore, before employment support staff in any position the Superintendent shall conduct employment history checks of each of the candidate's previous employer(s), and document the findings. If unable to contact (a) previous employer(s), the Superintendent shall document efforts to contact the employer.

All support staff members employed by the District must self-report arrests for serious offenses (see AP 4121.01).

Additionally, the fingerprints of all support staff members who are employed by the District and have no break in service must be re-submitted to the FDLE and to the FBI every five (5) years so that subsequent Statewide criminal and juvenile records checks and Federal criminal records checks can be completed as required by law.

The cost of this subsequent background screening will be borne by the School Board.

The information contained in reports received from the FDLE and the FBI is confidential.

Although permissible by State law, the District will not share information received as the result of the criminal history background check with other school districts.

F.S. 435.09, 943.0585(4)(a), 943.059(4)(a), 1001.10(5), 1001.32(2), 1001.41,
1001.42, 1012.23, 1012.27(6), 1012.315
F.S. 1012.32, 1012.56

1

WEAPONS

2 But for the exceptions specified below, pursuant to State law, the School Board
3 prohibits District employees from openly carrying a weapon or firearm or carrying a
4 concealed weapon or firearm, in a school safety zone, into any elementary or
5 secondary school, administration building, as well as into any Board meeting, any
6 setting that is under the control and supervision of the Board for the purpose of
7 school activities approved and authorized by the Board including, but not limited to,
8 property leased, owned, or contracted for by the Board, a school-sponsored event, or
9 in a Board-owned vehicle.

10 Furthermore, the Board prohibits District employees from having an unloaded
11 firearm securely encased within the interior of a private motor vehicle when that
12 vehicle is parked on property leased, owned, or contracted for by the Board.

13 Weapons and firearms as defined in F.S. 790.001 and include, but are not limited
14 to, firearms, guns of any type, knives, razors, clubs, electric weapons, metallic
15 knuckles, martial arts weapons, ammunition, and explosives.

16 For purposes of this policy, the term "weapon" also means any object which, in the
17 manner in which it is used, is intended to be used, or is represented, is capable of
18 inflicting serious bodily harm or property damage, as well as endangering the health
19 and safety of persons.

20 Exceptions to the Board's prohibition from openly carrying a weapon or firearm or
21 carrying a concealed weapon or firearm, in the school safety zone of any elementary
22 or secondary school, into any administration building, as well as into any Board
23 meeting, any setting that is under the control and supervision of the District for the
24 purpose of school activities approved and authorized by the District including, but
25 not limited to, property leased, owned, or contracted for by the District, any
26 school-sponsored event, or in a District vehicle include the following:

27 A. A person may carry an unloaded firearm in a case to a firearms
28 program, class or function which has been approved in advance by
29 the Principal or site administrator as a program or class to which
30 firearms could be carried.

31 B. A person may carry an unloaded firearm in a case to a career center
32 having a firearms training range.

33 C. Members of the Armed Forces, National Guard, police, or other
34 licensed law enforcement officers, as well as other persons approved
35 by the school or District on a case-by-case basis may possess a
36 firearm or weapon.

D. Staff members, contractors, vendors, or their employees may possess and use tools, instruments, and other devices on District property or at District-sponsored events, including in vehicles in either situation, even though such items fall within the definition of weapons, provided that such possession and use is in accordance with the terms of a written contract with the Board, or is otherwise in furtherance of their duties under such a contract and is authorized in advance by the Superintendent.

All District employees shall immediately report knowledge of firearms, weapons, and/or threats of violence by students, staff members, or visitors to the Superintendent. Failure to report such knowledge may subject District employees to discipline.

The Superintendent shall require that any District employee possessing a firearm, weapon, or other device designed to inflict serious bodily harm, including a concealed firearm or weapon, in violation of this policy and State law, is reported immediately to the appropriate law enforcement agency, regardless of whether such District employee possesses a valid concealed weapon license. As well, the staff member shall be subject to disciplinary action, up to and including termination, consistent with law, due process, and the terms of any negotiated agreement.

The Superintendent shall post notices at each entrance of a school and/or school building and in areas inside the building where visitors are required to report prohibiting an individual from openly carrying a weapon or firearm or carrying a concealed weapon or firearm in a school safety zone, including schools and school buildings, on school premises and school buses, and at school activities. Such notices shall also be posted at each entrance leading into a school activity (particularly those activities held outside of the school building) and school campuses. Further, notices shall be posted in each school bus and other Board-owned vehicle, including a school van.

F.S. 790.001, 790.06, 790.115, 790.251, 1001.43, 1006.07
18 U.S.C. 922

1

WEAPONS

2 But for the exceptions specified below, pursuant to State law, the School Board
3 prohibits District employees from openly carrying a weapon or firearm or carrying a
4 concealed weapon or firearm, in a school safety zone, into any elementary or
5 secondary school, administration building, as well as into any Board meeting, any
6 setting that is under the control and supervision of the Board for the purpose of
7 school activities approved and authorized by the Board including, but not limited to,
8 property leased, owned, or contracted for by the Board, a school-sponsored event, or
9 in a Board-owned vehicle.

10 Furthermore, the Board prohibits District employees from having an unloaded
11 firearm securely encased within the interior of a private motor vehicle when that
12 vehicle is parked on property leased, owned, or contracted for by the Board.

13 Weapons and firearms as defined in F.S. 790.001 and include, but are not limited
14 to, firearms, guns of any type, knives, razors, clubs, electric weapons, metallic
15 knuckles, martial arts weapons, ammunition, and explosives.

16 For purposes of this policy, the term "weapon" also means any object which, in the
17 manner in which it is used, is intended to be used, or is represented, is capable of
18 inflicting serious bodily harm or property damage, as well as endangering the health
19 and safety of persons.

20 Exceptions to the Board's prohibition from openly carrying a weapon or firearm or
21 carrying a concealed weapon or firearm, in the school safety zone of any elementary
22 or secondary school, into any administration building, as well as into any Board
23 meeting, any setting that is under the control and supervision of the District for the
24 purpose of school activities approved and authorized by the District including, but
25 not limited to, property leased, owned, or contracted for by the District, any
26 school-sponsored event, or in a District vehicle include the following:

27 A. A person may carry an unloaded firearm in a case to a firearms
28 program, class or function which has been approved in advance by
29 the Principal or site administrator as a program or class to which
30 firearms could be carried.

31 B. A person may carry an unloaded firearm in a case to a career center
32 having a firearms training range.

33 C. Members of the Armed Forces, National Guard, police, or other
34 licensed law enforcement officers, as well as other persons approved
35 by the school or District on a case-by-case basis may possess a
36 firearm or weapon.

D. Staff members, contractors, vendors, or their employees may possess and use tools, instruments, and other devices on District property or at District-sponsored events, including in vehicles in either situation, even though such items fall within the definition of weapons, provided that such possession and use is in accordance with the terms of a written contract with the Board, or is otherwise in furtherance of their duties under such a contract and is authorized in advance by the Superintendent.

All District employees shall immediately report knowledge of firearms, weapons, and/or threats of violence by students, staff members, or visitors to the Superintendent. Failure to report such knowledge may subject District employees to discipline.

The Superintendent shall require that any District employee possessing a firearm, weapon, or other device designed to inflict serious bodily harm, including a concealed firearm or weapon, in violation of this policy and State law, is reported immediately to the appropriate law enforcement agency, regardless of whether such District employee possesses a valid concealed weapon license. As well, the staff member shall be subject to disciplinary action, up to and including termination, consistent with law, due process, and the terms of any negotiated agreement.

The Superintendent shall post notices at each entrance of a school and/or school building and in areas inside the building where visitors are required to report prohibiting an individual from openly carrying a weapon or firearm or carrying a concealed weapon or firearm in a school safety zone, including schools and school buildings, on school premises and school buses, and at school activities. Such notices shall also be posted at each entrance leading into a school activity (particularly those activities held outside of the school building) and school campuses. Further, notices shall be posted in each school bus and other Board-owned vehicle, including a school van.

F.S. 790.001, 790.06, 790.115, 790.251, 1001.43, 1006.07
18 U.S.C. 922

1

WEAPONS

2 But for the exceptions specified below, pursuant to State law, the School Board
3 prohibits District employees from openly carrying a weapon or firearm or carrying a
4 concealed weapon or firearm, in a school safety zone, into any elementary or
5 secondary school, administration building, as well as into any Board meeting, any
6 setting that is under the control and supervision of the Board for the purpose of
7 school activities approved and authorized by the Board including, but not limited to,
8 property leased, owned, or contracted for by the Board, a school-sponsored event, or
9 in a Board-owned vehicle.

10 Furthermore, the Board prohibits District employees from having an unloaded
11 firearm securely encased within the interior of a private motor vehicle when that
12 vehicle is parked on property leased, owned, or contracted for by the Board.

13 Weapons and firearms as defined in F.S. 790.001 and include, but are not limited
14 to, firearms, guns of any type, knives, razors, clubs, electric weapons, metallic
15 knuckles, martial arts weapons, ammunition, and explosives.

16 For purposes of this policy, the term "weapon" also means any object which, in the
17 manner in which it is used, is intended to be used, or is represented, is capable of
18 inflicting serious bodily harm or property damage, as well as endangering the health
19 and safety of persons.

20 Exceptions to the Board's prohibition from openly carrying a weapon or firearm or
21 carrying concealed weapon or firearm, in the school safety zone of any elementary or
22 secondary school, into any administration building, as well as into any Board
23 meeting, any setting that is under the control and supervision of the District for the
24 purpose of school activities approved and authorized by the District including, but
25 not limited to, property leased, owned, or contracted for by the District, any
26 school-sponsored event, or in a District vehicle include the following:

27 A. A person may carry an unloaded firearm in a case to a firearms
28 program, class or function which has been approved in advance by
29 the Principal or site administrator as a program or class to which
30 firearms could be carried.

31 B. A person may carry an unloaded firearm in a case to a career center
32 having a firearms training range.

C. Members of the Armed Forces, National Guard, police, or other licensed law enforcement officers, as well as other persons approved by the school or District on a case-by-case basis may possess a firearm or weapon.

D. Staff members, contractors, vendors, or their employees may possess and use tools, instruments, and other devices on District property or at District-sponsored events, including in vehicles in either situation, even though such items fall within the definition of weapons, provided that such possession and use is in accordance with the terms of a written contract with the Board, or is otherwise in furtherance of their duties under such a contract and is authorized in advance by the Superintendent.

All District employees shall immediately report knowledge of firearms, weapons, and/or threats of violence by students, staff members, or visitors to the Superintendent. Failure to report such knowledge may subject District employees to discipline.

The Superintendent shall require that any District employee possessing a firearm, weapon, or other device designed to inflict serious bodily harm, including a concealed firearm or weapon, in violation of this policy and State law, is reported immediately to the appropriate law enforcement agency, regardless of whether such District employee possesses a valid concealed weapon license. As well, the staff member shall be subject to disciplinary action, up to and including termination, consistent with law, due process, and the terms of any negotiated agreement.

The Superintendent shall post notices at each entrance of a school and/or school building and in areas inside the building where visitors are required to report prohibiting an individual from openly carrying a weapon or firearm or carrying a concealed weapon or firearm in a school safety zone, including schools and school buildings, on school premises and school buses, and at school activities. Such notices shall also be posted at each entrance leading into a school activity (particularly those activities held outside of the school building) and school campuses. Further, notices shall be posted in each school bus and other Board-owned vehicle, including a school van.

F.S. 790.001, 790.06, 790.115, 790.251, 1001.43, 1006.07
18 U.S.C. 922

1 WEAPONS

2 Pursuant to State law, the School Board prohibits students from openly carrying a
3 weapon or firearm or carrying a concealed weapon or firearm, in a school safety
4 zone, into any elementary or secondary school, into any administration building, as
5 well as into any Board meeting, any setting that is under the control and
6 supervision of the District for the purpose of school activities approved and
7 authorized by the District including, but not limited to, property leased, owned, or
8 contracted for by the District, a school-sponsored event, or in a District vehicle.

9 Weapons and firearms as defined in F.S. 790.001 and include, but are not limited
10 to, firearms, guns of any type, knives, razors, clubs, electric weapons, metallic
11 knuckles, martial arts weapons, ammunition, and explosives.

12 For purposes of this policy, the term "weapon" also means any object which, in the
13 manner in which it is used, is intended to be used, or is represented, is capable of
14 inflicting serious bodily harm or property damage, as well as endangering the health
15 and safety of persons.

16 This policy shall also encompass such actions as look-alike items, false fire alarms,
17 bomb threats, or intentional calls to falsely report a dangerous condition.

18 The Superintendent is authorized to establish administrative procedures on
19 weapons which require students to immediately report knowledge of weapons and
20 threats of violence by students and staff to the building principal. Failure to report
21 such knowledge may subject the student to immediate suspension and potential
22 expulsion from school.

23 Exceptions to the Board's prohibition from openly carrying a weapon or firearm or
24 carrying a concealed weapon or firearm in the school safety zone of any elementary
25 or secondary school, into any administration building, as well as into any Board
26 meeting, any setting that is under the control and supervision of the District for the
27 purpose of school activities approved and authorized by the District including, but
28 not limited to, property leased, owned, or contracted for by the District, any school-
29 sponsored event, or in a District vehicle include the following:

30 A. A student may carry an unloaded firearm in a case to a firearms
31 program, class, or function which has been approved in advance by
32 the Principal or site administrator as a program or class to which
33 firearms could be carried.

34 B. A student eighteen (18) years of age or older may carry an unloaded
35 firearm in a case to a career center having a firearms training range.

1 C. Members of the police or other licensed law enforcement officers, as
2 well as students enrolled in the District's Junior ROTC Program
3 while under the direct supervision of District staff members, may
4 possess a firearm or weapon.

5 D. Items pre-approved by the building principal as part of a class or
6 individual presentation or a theatrical prop used under adult
7 supervision, if used for the purpose and in the manner approved,
8 would be an exception to this policy. (Working firearms and any
9 ammunition will never be approved as part of a presentation.)

10 The Superintendent will refer any student who violates this policy to the student's
11 parents or guardians and to the criminal justice or juvenile delinquency system.
12 The student may also be subject to disciplinary action, up to and including
13 expulsion.

14 The Superintendent shall post notices at each entrance of a school and/or school
15 building and in areas inside the building where visitors are required to report
16 prohibiting an individual from openly carrying a weapon or firearm or carrying a
17 concealed weapon or firearm in a school safety zone, including schools and school
18 buildings, on school premises and school buses, and at school activities. Such
19 notices shall also be posted at each entrance leading into a school activity
20 (particularly those activities held outside of the school building) and school
21 campuses. Further, notices shall be posted in each school bus and other Board-
22 owned vehicle, including a school van.

23 F.S. 790.001, 790.06, 790.115, 790.251, 1001.43(1)(a), 1006.07
24 18 U.S.C. 922
25 20 U.S.C. 7151

26 © **NEOLA 2014**

1

WEAPONS

2 But for the exceptions specified below, pursuant to State law, the School Board
3 prohibits visitors from openly carrying a weapon or firearm or carrying a concealed
4 weapon or firearm, in the school safety zone of any elementary or secondary school,
5 into any administration building, as well as into any Board meeting, any setting that
6 is under the control and supervision of the District for the purpose of school
7 activities approved and authorized by the District including, but not limited to,
8 property leased, owned, or contracted for by the District, any school-sponsored
9 event, or in a District vehicle.

10 The term “weapon” means any object which, in the manner in which it is used, is
11 intended to be used, or is represented, is capable of inflicting serious bodily harm or
12 property damage, as well as endangering the health and safety of persons. Weapons
13 include, but are not limited to, firearms, guns of any type, including air and
14 gas-powered guns (whether loaded or unloaded), knives, razors, clubs, electric
15 weapons, metallic knuckles, martial arts weapons, ammunition, and explosives.
16 (F.S. 790.001)

17 The Superintendent shall refer a visitor who violates this policy to law enforcement
18 officials and may take any necessary steps to exclude the visitor from District
19 property and District-sponsored events, regardless of whether such visitor possesses
20 a valid concealed weapon license.

21 **Exceptions**

22 Exceptions to the Board’s prohibition from openly carrying a weapon or firearm or
23 carrying a concealed weapon or firearm, in the school safety zone of any elementary
24 or secondary school, into any administration building, as well as into any Board
25 meeting, any setting that is under the control and supervision of the District for the
26 purpose of school activities approved and authorized by the District including, but
27 not limited to, property leased, owned, or contracted for by the District, any school-
28 sponsored event, or in a District vehicle include the following:

29 A. Members of the police or other licensed law enforcement officers, as
30 well as other persons approved by the Superintendent on a
31 case-by-case basis, may possess a firearm or weapon.

32 B. A person may have an unloaded firearm securely encased within the
33 interior of a private motor vehicle if the firearm or weapon is carried
34 for a lawful purpose and is not readily available for immediate use.

35 C. A person may carry an unloaded firearm in a case to a firearms
36 program, class or function which has been approved in advance by
37 the Principal or site administrator as a program or class to which
38 firearms could be carried.

D. A person may carry an unloaded firearm in a case to a career center having a firearms training range.

E. Staff members, contractors, vendors, or their employees may possess and use tools, instruments, and other devices on District property or at District-sponsored events, including in vehicles in either situation, even though such items fall within the definition of weapons, provided that such possession and use is in accordance with the terms of a written contract with the Board, or is otherwise in furtherance of their duties under such a contract and is authorized in advance by the Superintendent.

Concealed Weapon or Firearm

A person may be in lawful possession of a concealed weapon or firearm on School Board property with certain exceptions; a concealed weapon or firearm may not be carried:

A. into any District elementary or secondary school facility or career center;

B. into an administration building as defined below;

C. into an athletic event that is not related to firearms; or

D. into a Board meeting.

For purposes of this policy the term “administration building” is any Board-owned or leased facility where one or more administrative employees are assigned.

For the purposes of this policy, “school property” means the property of any preschool, elementary school, middle school, junior high school, secondary school, career center, or postsecondary school, whether public or nonpublic.

The Superintendent shall post notices at each entrance of a school and/or school building and in areas inside the building where visitors are required to report prohibiting an individual from openly carrying a weapon or firearm or carrying a concealed weapon or firearm in a school safety zone, including schools and school buildings, on school premises and school buses, and at school activities. Such notices shall also be posted at each entrance leading into a school activity (particularly those activities held outside of the school building) and school campuses. Further, notices shall be posted in each school bus and other Board-owned vehicle, including a school van.

F.S. 790.001, 790.06, 790.115, 790.251, 1001.43 (1)(a), 1006.07
18 U.S.C. 922

NEW POLICY - VOL. 17, NO. 2

CONTROLLED OPEN ENROLLMENT

The School Board shall permit a program of controlled open enrollment as set forth herein and in accordance with Florida law. "Controlled open enrollment" means a public education delivery system that allows school districts to make student school assignments using parents' indicated preferential educational school choice as a significant factor. The District's controlled open enrollment program is in addition to the educational choice options provided by Policy 2271 - Articulation and Access to Florida College System Institutions; Policy 2370 - Educational Options; Policy 2370.01 - Virtual Instruction; Policy 2421 - Career and Technical Education; and Policy 9800 - Charter Schools.

Components of the District's Controlled Open Enrollment Program

The District's controlled open enrollment program:

- A. adheres to Federal desegregation requirements;
- B. allows parents to declare school preferences, including placement of siblings within the same school;
- C. provides a lottery procedure to determine student assignment and establishes an appeals process for hardship cases;
- D. affords parents of students in multiple session schools preferred access to controlled open enrollment;
- E. maintains socioeconomic, demographic, and racial balance;
- F. addresses the availability of transportation;
- G. maintains existing academic eligibility criteria for public school choice programs pursuant to Florida law;
- H. identifies schools that have not reached capacity, as determined by the District; and
- J. ensures that preferential treatment is provided to individuals as set forth in Florida law.

Eligibility for Participation in the Controlled Open Enrollment Program

In addition to the public school choice programs available under Florida law and provided in the District pursuant to the policies listed above, a parent of a student under the age of eighteen (18) or an eligible student who lives in any other school district in the State of Florida who is not subject to a current expulsion or suspension may seek to enroll in the public school in the District if it has not reached capacity, subject to the maximum class size pursuant to F.S. 1003.03 and Section 1, Art. IX of the Florida Constitution.

In determining the capacity of the District school, the Board shall incorporate the specifications, plans, elements, and commitments contained in the District's educational facilities plan and the long-term work programs required under Florida law.

The District school shall be at "capacity" once the school has reached 90% capacity as set forth in the Florida Inventory of School Houses (FISH) for each of the grade levels and/or programs offered in the school.

"Capacity" as defined herein is subject to program-specific enrollment limitations. Programs with enrollment limitations may include, but are not limited to, self-contained Exceptional Student Education (ESE) programs, career-tech programs, magnet programs, international baccalaureate programs, advanced placement courses, and other academic programs that require student-teacher ratios less than the FISH capacity for that space.

The capacity at the public school in the District shall be identified on the District's website at www.franklincountyschools.org. The capacity information provided on the website shall be by grade level and/or specific program offered at the District school.

Application and Preferential Treatment

Applications to participate in the District's controlled open enrollment program shall be accepted beginning on April 1st and ending on May 15th. Applications are available online or in-person at each school and must be submitted no later than May 15th at 4:00 pm to Director of Special Programs in-person **or** online.

Applications received after the deadline will not be considered.

Computer access is available at each District school for parents to complete the application. Applicants will be required to identify the grade level and specific program, if any, in which they want to enroll at the school.

An applicant's failure to disclose information (e.g., being subject to suspension or expulsion, having a current IEP, being assigned to a Department of Juvenile Justice program, et cetera) that would be relevant to the District's determination that the applicant could be served in a program at the District school and therefore would be accepted shall constitute grounds for revocation of approval to enroll under this policy.

After the close of the application period and the determination of capacity at each school, the District shall conduct a lottery as described below and then process the applications according to the random numbers assigned.

Applications shall be grouped accordingly:

A. Phase 1:

Applicants included in this phase do not reside in the District but are entitled to preferential treatment in at least one of the following ways:

1. Dependent children of active duty military personnel whose move resulted from military orders.
2. Children who have been relocated due to a foster care placement in a different school zone.
3. Children who move due to a court-ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent.
4. Students in multiple session schools.

B. Phase 2:

Applicants included in this phase do not reside in the District and are not entitled to preferential treatment under State law.

Lottery

The lottery will be conducted by two (2) or more staff members designated by the Superintendent.

The lottery involves the assignment of a random number to each applicant (siblings shall be paired unless requested otherwise). Separate lotteries will be conducted for applicants in Phases 1 through 2. Random numbers will be selected, and the applications in each phase shall be placed in order of their selection.

Review of Applications

Once the application period ends and the lottery has been conducted, the District will review all fully completed applications received by the application deadline. Consideration of applications will be based on the current capacity of the public school in the District. (See definition of "capacity" above).

A. Phase 1: Applicants Residing Outside the District Entitled to Preferential Treatment

If capacity is available, the District will process applications from applicants residing outside the District who are afforded preferential treatment as set forth above.

The District will review the Phase 1 applications in the order assigned by means of the lottery and will attempt to honor the choice of each applicant.

If a student's application indicates an intent to enroll in a program with enrollment limitations, the Superintendent shall determine whether the school has the program already in place in which the student wants to enroll. If there is such a program and it is not at capacity, the student will be enrolled.

If the school does not have capacity in the program in which the student wants to enroll, the student shall not be enrolled in the school.

If the school has no capacity in the program in which the student wants to enroll, the application will be denied.

This process will continue until the choices listed on each fully completed application has been honored or until all available classroom slots have been filled.

The approved applicants will be notified in writing and shall have ten (10) calendar days to enroll at the school. If the last day for

enrollment falls on a day that the school office is not open for business, the deadline shall be extended to the next day that the school office is open for business.

If, after submitting an application to participate in the District's controlled open enrollment program and before a decision is made about the application, a student is suspended or expelled, placed on an IEP, assigned to a Department of Juvenile Justice program, or subject to any alternate assignment as a result of his/her behavior, within ten (10) days the applicant shall notify the District by submitting documentation related to this change in the student's status. Failure to do so shall constitute grounds for revocation of approval to enroll, if given, under this policy.

Failure to enroll by the deadline identified in the written notification shall result in an automatic revocation of the District's approval of the application. Once the deadline passes for students to enroll at the school, if any capacity remains, the District will begin contacting students in order of lottery selection regarding enrollment opportunities.

Applicants who have their approval revoked must submit a new application. If capacity is reached before all applications can be reviewed and enrollment requests fulfilled, the remaining Phase 1 applications will be maintained on a waiting list in order of lottery number assigned until two (2) weeks before the first day of school.

B. Phase 2: Applicants Residing Outside the District Not Entitled to Preferential Treatment

If capacity is available after Phase 1, the District will process applications from applicants residing outside the District not entitled to preferential treatment.

The District will review the Phase 2 applications in the order assigned by means of the lottery and will attempt to honor the choice of each applicant.

If a student's application indicates an intent to enroll in a program with enrollment limitations, the Superintendent shall determine whether the school has the program already in place in which the student wants to enroll. If there is such a program and it is not at capacity, the student will be enrolled.

If the school does not have capacity in the program in which the

student wants to enroll, the student shall not be enrolled in that school.

If school has no capacity in the program in which the student wants to enroll, the application will be denied.

This process will continue until the choices listed on each fully completed application has been honored or until all available classroom slots have been filled.

The approved applicants will be notified in writing and shall have ten (10) calendar days to enroll at the school. If the last day for enrollment falls on a day that the school office is not open for business, the deadline shall be extended to the next day that the school office is open for business.

If, after submitting an application to participate in the District's controlled open enrollment program and before a decision is made about the application, a student is suspended or expelled, placed on an IEP, assigned to a Department of Juvenile Justice program, or subject to any alternate assignment as a result of his/her behavior, within ten (10) days the applicant shall notify the District by submitting documentation related to this change in the student's status. Failure to do so shall constitute grounds for revocation of approval to enroll, if given, under this policy.

Failure to enroll by the deadline identified in the written notification shall result in an automatic revocation of the District's approval of the application. Once the deadline passes for students to enroll at the school, if any capacity remains, the District will begin contacting students in order of lottery selection regarding enrollment opportunities. Applicants who have their approval revoked must submit a new application.

If capacity is reached before all applications can be reviewed and enrollment requests fulfilled, the remaining Phase 2 applications will be maintained on a waiting list in order of lottery number assigned until two (2) weeks before the first day of school.

Appeals

Applicants who are not accepted for enrollment may appeal to the Superintendent within ten (10) calendar days of receipt of the District's notice advising them that their application was denied. If the last day for appeal falls on a day that the school office is not open for business, the deadline shall be extended to the next day that the school office is open for business.

The appeal must be submitted in writing, must be based on hardship, and must include as much detail as possible regarding the hardship. Appeals will be considered by the Superintendent and the decision of the Superintendent is final.

Applicants will be notified in writing of the Superintendent's decision.

"Hardship" includes, but is not limited to, the following:

- ☒ [x] medical and/or psychological matters
- ☒ [x] law enforcement matters
- ☒ [x] employment needs
- ☒ [x] any other circumstances demonstrating a hardship

Students Residing in the District

Students residing in the District (including charter school students) will not be displaced by a student from another school district seeking enrollment under the District's controlled open enrollment program.

Completion of Highest Grade Level

A student who enrolls in the District through the District's controlled open enrollment program may remain at his/her current school until completion of the highest grade at the school.

After completing the highest grade at the school, a student who resides in another school district and wants to transition to the next level of the academic program in this District must reapply for enrollment through the controlled open enrollment program.

Maintaining Appropriate Socioeconomic, Demographic, and Racial Balance

Given our diverse society and the importance of preparing students for education, work, and citizenship, the Board is committed to providing students with equal educational opportunities, promoting educational diversity in the District, and providing students with the educational benefits of a diverse student body. To that end, should a concern arise regarding socioeconomic, demographic, or racial balance in one or more of the District's schools, the Superintendent shall consult with legal counsel to determine the appropriate steps that should be taken, including, but not limited to, any necessary policy revisions and other actions necessary to comply with Florida and Federal law. The Superintendent shall then make the appropriate recommendations to the Board. It should be noted that as of April 1, 2017 there are no racially isolated buildings within the School District.

Transportation

The District does not provide transportation to students enrolling under this policy unless otherwise required by State or Federal laws.

Interscholastic and Intra-scholastic Extracurricular Activities

A student who enrolls in the District through the District's controlled open enrollment program is immediately eligible to participate in interscholastic and intra-scholastic extra-curricular activities; however, a student may not participate in a sport if the student participated in that same sport at another school during that school year, unless the student meets one (1) of the following criteria:

- A. Dependent children of active duty military personnel whose move resulted from military orders.

- B. Children who have been relocated due to a foster care placement in a different school zone.
- C. Children who move due to a court-ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent.
- D. Authorized for good cause.

"Good cause" is defined in Policy 2431.01 – Participation by Transfer Students.

A student who believes "good cause" exists must submit a written request to the School Administration identifying the facts and circumstances the student believes establishes "good cause". The Superintendent will consider the written request and make a recommendation to the Board during a publicly noticed meeting.

F.S. 1002.20

F.S. 1002.31

F.S. 1003.03

F.S. 1013.35

Section 1, Art. IX, Florida Constitution



Franklin County District Schools

85 School Rd., Suite 1
Eastpoint, FL 32328

Superintendent Traci Moses
tmoses@franklin.k12.fl.us
(850)670-2810 ex. 4111

June 22, 2017

MEMORANDUM

To: FCS School Board
From: Karen Peddie, HR Director
Subject: Lead PreK Teacher Recommendation

It is my recommendation that the Board approve Ms. Dana Putnal for the CDA supplement and the Lead CDA supplement as she will be fulfilling the duties of a full-time VPreK classroom teacher.

DISTRICT 1
GEORGE THOMPSON

DISTRICT 2
PAM MARSHALL

DISTRICT 3
TERESA ANN MARTIN

DISTRICT 4
STACY KIRVIN

DISTRICT 5
CARL WHALEY

Mrs. Peddie

I am pleased to recommend the following individuals for the 2017-2018 school year coaching supplements:

I. FALL

A. Football

1. Asst. - Charles Syverson
2. Asst. - John Cooper
3. Asst. - Jamie Robinson
4. Asst. - Scott Rudd
5. Asst. - Brock Johnson

B. Cross Country

1. Head Coach - Katie Hathcock
2. Asst. Coach -

C. Volleyball

1. Head Coach - Tara Klink
2. Asst. Coach/Head M.S. – De'lara Prince
3. Asst. – G. Jenkins
4. Asst. – M. Mock

D. Girls Golf

1. Head Coach - Scott Collins

E. Boys Golf

1. Head Coach - Mike Todd

II. WINTER

A. Boys Basketball

1. Head Coach - Jamie Robinson
2. Asst. Coach - Tydron Wynn
3. Asst. Coach/Head M.S. – Scott Rudd

B. Girls Basketball

1. Head Coach - John Cooper
2. Asst. Coach/Head M.S. – Paul Bankston
3. Asst. Coach - TBD

C. Boys Soccer

1. Head Coach – R. Uribe
2. Asst. Coach - Open

D. Girls Soccer

1. Head Coach – G. Jenkins
2. Asst. Coach - Open

E. Girls Weightlifting

1. Head Coach – Scott Collins



Franklin County District Schools

85 School Rd., Suite 1

Eastpoint, FL 32328

Superintendent Traci Moses

tmoses@franklin.k12.fl.us

(850)670-2810 ex. 4111

June 27, 2017

MEMORANDUM

To: FCS School Board
From: Karen Peddie
Subject: Additional Summer Hours

It is my recommendation that the following staff be approved for summer employment as described.

Algebra I Boot Camp

- Breonne Murray: July 6th – 21st

Summer Transportation

- DeeDee Dasher – Gretchen Route
- Mark Collins – Nest and Summer School
- Patricia Hollenbeck – Nest and Summer School

Homeless Liaison to be paid from the Homeless Grant

- Sunny Stultz: June 5th – July 29th not to exceed 20 hours/week

NEST June 5th – July 31st

- | | |
|--|-------------|
| Russ Elser – Lead Teacher Carrabelle | \$23.00/hr. |
| Michaela Burnney – Lead Teacher Carrabelle | \$23.00/hr. |
| Sunny Stultz -Substitute | \$12.00/hr. |

Additional Summer Hours

- Cathy Wood – substitute as needed to be paid her hourly rate

DISTRICT 1
GEORGE THOMPSON

DISTRICT 2
PAM MARSHALL

DISTRICT 3
TERESA ANN MARTIN

DISTRICT 4
STACY KIRVIN

DISTRICT 5
CARL WHALEY



FRANKLIN COUNTY SCHOOL DISTRICT

REQUEST TO HIRE

APPLICANT INFORMATION

APPLICANT NAME: Heidelmeyer Pauline T
LAST FIRST M.I.

JOB TITLE: Teacher - Elementary



Instructional



Non-Instructional



New Position



Replacement



Salary



Hourly



Full-Time



Part-Time

Start Date: 07/01/2017

Placement Level: IMB13

Starting Salary: \$ 44,164

ALL NEW HIRES WILL START AT STEP 0 PENDING VERIFICATION OF EXPERIENCE

Comments:

\$41,464 + \$2,700 Master's Degree Supplement

SUPERVISOR SIGNATURE: _____

RECOMMENDED:

Mannon Venelle

FINANCE DIRECTOR

DATE

6/22/17

RECOMMENDED:

Karen Pedder

HUMAN RESOURCE DIRECTOR

DATE

6/21/17

RECOMMENDED:

Alan Moses

SUPERINTENDENT

DATE

6/21/17

DATE

Pre-Employment Procedures: All new employees MUST satisfactorily complete and submit all personnel and payroll requirements, which specifically include the following:

- ▶ Verification of Eligibility
- ▶ Fingerprinting & Background Screening
- ▶ Drug Screening

Franklin County School District
Human Resource Department
School Rd. Eastpoint, FL 32328
850-670-2810 fax: 850-670-8579

Today's Date: June 9, 2017
Position Desired: Teacher

Franklin County School District

Application for Employment

PLEASE NOTE: A complete application includes three (3) letters of reference and copies of any certification/licenses. If your application is incomplete or does not clearly show the experience and/or training required, your application may not be considered. If you have no information to enter in a section, please write N/A. The Franklin County School District is an Equal Opportunity Employer and a Drug Free Workplace.

PERSONAL INFORMATION			
Name (Last, First, MI) Heidelmeyer, Pauline Teresa		Email [REDACTED]	
Mailing Address (Street) [REDACTED]		City, State, and Zip Code [REDACTED]	
Length of residence in Franklin County 0		Have you ever been bonded? <input type="checkbox"/> No If so, by what company?	
Preferred Phone Number [REDACTED]	Alternative Phone Number		Date available to begin work? June 2, 2017
Are you over the age of 18 and legally eligible for employment in the United States? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		List all relatives or friends that work for FCSB None	
Have you ever been convicted of a crime? <input type="checkbox"/> No If so, please describe (attach on a separate sheet of paper)		Have you ever been employed with the FCSB? <input type="checkbox"/> No Position _____ Supervisor _____	
If you hold a teaching certification please indicate below Certificate # 1204700 State Florida		Are you retired? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, date retired: _____	
Are you claiming Veteran's Preference? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No. If yes, attach a DD214 or comparable discharge, separation or current reserve documentation that indicates the character of service as honorable.			
List all skills or trainings obtained that are related to position desired B.A. French/Planned Program; M.A.T. Literacy Education; 45 graduate credits Autism and Learning Disabilities			
List professional memberships, committee work, community and church activities, etc.			
RECORD OF EDUCATION			
Name of School or Institution	Course of Study	Degree or Diploma	Date Received
High School Howell High	College Prep	Diploma	June 1979
College Alma College; Central Mi. U	French/Planned Program	B.A.	December 1985
Special			
Other Madonna University	Literacy Education/Autism and Learning Disabilities	M.A.T./45 credits towards endorsement	May 2006
*All Teachers and Substitute Teachers must supply official transcripts to verify degree BEFORE receiving payment for years of college			
INSTRUCTIONAL APPLICANTS ONLY			
Answer the following questions in your own handwriting and submit on a separate sheet of paper			
<ul style="list-style-type: none">What elements do you perceive as fundamental to the educational process?What are your opinions as it relates to classroom behavior?			
List any extra-curricular/supplemental experience or training that you have			

All information contained in the application is public record subject to disclosure under the provisions of Florida Statutes, Section 119.07, except as may be specifically excluded by this statute. Employment of personnel in Franklin County School District is in compliance with Federal and State Laws regarding nondiscrimination and preference. Any person who believes he/she may need reasonable accommodations during the application or interview process should notify the Human Resource Department @ 850-670-2810 extension 4128.

Fl.
K-6 elem. ed

13 yrs EMPLOYMENT HISTORY

Describe all work experience in detail, beginning with your current or most recent job. Include military service (indicate rank), internships and job-related volunteer work, if applicable. Indicate number of employees supervised. Use a separate block to describe each position or gap in employment. If needed, attach additional sheets, using the same format as on the application. All information in this section must be completed. Resumes may be attached to provide additional information. All former employers/supervisors may be contacted.

From	To	Employer	Supervisor	Address and Phone Number	Position	Hours/Week	Reason For Leaving
8/2015	6/2017	Topeka Public Schools USD 501	Keelin Pierce	1725 SW Arnold Topeka, KS 66604 785-295-3000	4th grade Teacher	40	
12/2014	6/2015	Enid Public Schools	Howard Barton	500 S Independence Ave Enid, OK 73701 580-366-7000	Kindergarten Teacher	40	Relocate
8/2013	6/2014	Liberal Unified Schools USD 480	Kendra Haskell	401 N Kansas Ave Liberal, KS 67901 620-604-1000	3rd grade Teacher	40	Relocate (health)
9/2006	6/2013	PESG		6451 E. Atherton Rd Burton, MI 48519	K-12 substitute	32	Full time position
8/2002	6/2005	All Saints Catholic School	Jacci Brown	48735 Warren Canton, MI 48187 734-459-2490	Kindergarten	40	son was ill
12/2001	6/2002	St. Mary of Redford Catholic School	Sister Loretta	14750 St. Marys St. Detroit, MI 48227 313-273-1100	6-8th grade Math/English	40	new position

SUBSTANCE ABUSE AND FINGERPRINT POLICY

To prevent hiring individuals who use illegal drugs or alcohol indicates a potential for impaired or unsafe job performance, the Franklin County School Board requires pre-employment screening examinations. By signing below it is understood that the Board is released from liability. Initial positive drug/alcohol results will require a Confirmation Test. If the Confirmation Test supports initial positive findings, these findings will be reviewed with the applicant and employment will be denied.

Employment is contingent until all results being received and reviewed by Human Resources.

Persons who are to be recommended for employment and applicants who wish to substitute in a teaching, school food service, transportation, or custodial position are required to comply with the following:

- 1) Complete an application, indicating the position desired, (teachers must include subject area), attach three (3) letters of reference, provide documentation of education in the form of transcripts or certification to the Human Resources Department.
- 2) Schedule to have your fingerprints processed at the District Office by the Automated Fingerprint-based System. There is a nonrefundable fee of \$52.75, payable in advance with either Visa/Mastercard or money order made payable to Cogent Systems. You may register online and make payment by internet: <http://www.cogentid.com> or by calling 1-866-365-6767.
- 3) Present the Human Resources Department with \$35.00 (must be exact) or a money order made out to the Franklin County District Office for a drug screen form. You must present this form to any Quest Diagnostics Lab; test results will be forwarded to the HR Department.

The information provided in this application for employment is true, correct and complete. If employed, any misstatement or omission of fact on the application may result in my dismissal. I understand that acceptance of an offer of employment does not create a contractual obligation upon the employer to continue to employ me in the future. If you decide to engage an investigative consumer reporting agency to report on my credit and personal history, I authorize you to do so. If a report is obtained you must provide, at my request the name and address of the agency so I may obtain from them the nature and substance of the information contained in the report.

I UNDERSTAND THAT SHOULD I FAIL THE PRE-EMPLOYMENT SCREENING OR BACKGROUND CHECK, I WILL NOT BE APPROVED FOR EMPLOYMENT IN THE DISTRICT.

Pauline Heideimeyer

06/09/2017

PRINTED NAME OF APPLICANT

SIGNATURE OF APPLICANT

DATE

Updated 07/08/2016

PAULINE T. HEIDELMEYER

OBJECTIVE

- Dedicated, resourceful, and goal-driven professional with a solid commitment to the social and academic growth and development of every student
- An accommodating and versatile individual with the talent to develop inspiring hands-on lessons that will capture a child's imagination and breed success
- Aptitude to remain flexible, ensuring that every child's learning styles and abilities are addressed
- Superior interpersonal and communication skills to foster meaningful relationships with students, staff, and parents

EMPLOYMENT

August 2015-May 2016 Topeka Public Schools USD 501, Topeka,
Kansas

Fourth Grade

- Assessing each student's progress, and then communicating the results to families and colleagues.
- Preparing students for further high education learning.
- Enforcing a rigorous code of conduct and dress code during school time.
- Developing lessons and activities that are in line with the schools objectives.
- Completing timely and accurate documentation.
- Communicating with parents on a regular basis.
- Meeting with fellow teacher to prepare and outline lessons.
- Promoting the schools mission and ethos to students.
- Gathering teaching material and making it ready for a class.
- Maintaining an orderly and safe classroom environment.
- Taking part in staff meeting where the future direction of the school is discussed.
- Looking after students during meal time, trips and school events

January 2015-June 2015 Enid Public Schools, Enid , Oklahoma
Kindergarten

- Assessing each student's progress, and then communicating the results to families and colleagues.
- Preparing students for further high education learning.
- Enforcing a rigorous code of conduct and dress code during school time.
- Developing lessons and activities that are in line with the schools objectives.
- Completing timely and accurate documentation.
- Communicating with parents on a regular basis.
- Meeting with fellow teacher to prepare and outline lessons.
- Promoting the schools mission and ethos to students.
- Gathering teaching material and making it ready for a class.
- Maintaining an orderly and safe classroom environment.
- Taking part in staff meeting where the future direction of the school is discussed.
- Looking after students during meal time, trips and school events

August 2013-May 2014 USD 480 Liberal, Kansas
Third Grade

- Conducted classroom instruction, prepared daily lesson plans according to the Common Core Guidelines and Standards; administered tests; provided feedback on learning achievements and need for improvement
- Served as an instructional leader by modeling high expectations for students and implementing results focused programs
- Incorporated learning modality principles into classroom and individual instruction.
- Implement technological approaches to subject material. Research educational resources on the Internet.

August 2012-November 2012 Glades County Schools Moore Haven, Florida

Kindergarten Teacher

- Conducted classroom instruction, prepared daily lesson plans; administered tests; provided feedback on learning achievements and need for improvement
- Served as an instructional leader by modeling high expectations for students and implementing results focused programs
- Incorporate learning modality principles into classroom and

individual instruction. Develop and conduct inter-grade activities

- Implement technological approaches to subject material. Research educational resources on the Internet

September 2009-2013 Professional Education Services Group (PESG) Michigan

Substitute Teacher K-12

- Accepted positions in general education elementary classrooms K-6 teaching all subjects and special education classes
- Maintained classroom discipline
- Followed lesson plans written by the classroom teacher
- Communicated with classroom teacher of accomplishments during her absence

January 2012-June 2012 St. Mary Catholic School Royal Oak, MI
School Librarian

April 2011-June 2011 St. Alfred Catholic School Taylor, MI
Long-term substitute 6-8 grade Social Studies/History & Religion

September 2010-November 2010 Plymouth-Canton Community Schools Pioneer Middle School Plymouth, MI
Long-term substitute 8th grade French

2002-2005 All Saints Catholic School Canton, MI
Kindergarten Teacher

January 2002-June 2002 St. Mary of Redford Detroit, MI
6-8 grade Math/English Teacher

1993-1998 St. Robert Bellarmine Catholic School Redford, MI
1st & 3rd grade Teacher

EDUCATION

2009-July 2013 Madonna University Livonia, MI
Completing Endorsements in Autism, Learning Disabilities and Early Childhood

2001-2006 Madonna University Livonia, MI
M.A.T. Literacy Education
Kappa Gamma Pi Honors Society

1985 Central Michigan University Mt. Pleasant, MI
B.A. French; Planned Program

LANGUAGES

French

REFERENCE

Todd Symington (Professor)
Certified School Psychologist
Madonna University
36600 Schoolcraft
Livonia, MI 48150

[REDACTED]

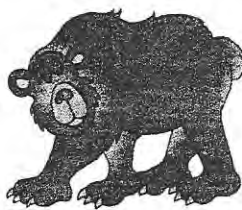
Kendra Haskell (Supervisor)
Principal

[REDACTED]

[REDACTED]

Dr. Jill Robinson (Supervisor/Evaluator for Student Teaching for my Autism degree)
Madonna University
36600 Schoolcraft
Livonia, MI 48150
800-852-4951

[REDACTED]



*Garfield Elementary
516 W. First
Liberal, KS 67901
(620) 604-1500*

March 27, 2014

To Whom It May Concern:

Pauline Heidelmeyer is a great teacher in USD 480. Ms. Heidelmeyer is a third grade teacher at Garfield Elementary School, where I am the principal. During her first year at Garfield, I have had the opportunity to observe and work with Ms. Heidelmeyer. She is a dedicated, motivated, and kind classroom teacher. Ms. Heidelmeyer has been willing to learn and implement new teaching strategies. She is a positive teacher who collaborates well with others to share her teaching ideas and materials. Her passion for students and education is noticeable every day in the classroom. This year Ms. Heidelmeyer has worked successfully with students in her classroom who have a wide range of skills. Students are excited to be Ms. Heidelmeyer's class and they receive differentiated instructional and specific strategies needed for their specific level of learning. She genuinely cares for her students and writes organized lesson plans to ensure her students received the appropriate instruction.

Ms. Heidelmeyer works well with not only her students but also other classroom teachers, teaching assistants, and school staff members to ensure success for all of her students. She regularly collaborates with other teachers to provide the best instruction possible for our students. She has also helped our school by serving on different committees throughout the school year. I would recommend Ms. Heidelmeyer for any classroom position you have available in your school district. If you have any question, please contact me at Garfield Elementary School (620) 604-1500.

Sincerely,

Kendra Haskell
Principal
Garfield Elementary School

Classroom management is key to setting an effective learning environment. It is important for the teacher to begin the school year getting to know each student. I spend a few minutes each day with each student talking to them about what they like to do, what they did over the summer, what they want to become, about their family. I do not focus my talk about school because I want the student to know that I'm interested in them as a person & I care.

Clear behavior expectations are also set beginning on the first day. Expectations are

reviewed with each lesson & may change due to the assignment. Learning goals are written every day & explained prior & during the lesson.

Misbehaviors are addressed using non-verbal cues, my location in the classroom (standing or sitting near a student), relocating a student to avoid conflict & optimize better focus, speaking with a student in private, reviewing my expectations, make eye contact, & keep parents informed on positive behavior & behavior that needs improvement. I give positive feedback verbally, non-verbally (thumbs up, sticker,

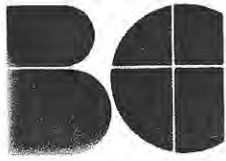
pat on the back).

Fundamental elements in the educational process are the teacher, the learner, the administration, the classroom, and the curriculum.

The teacher is a manager, a counselor, a motivator, a leader, and a model. The administration sees that money is accounted for, prepares the school budget, supervises the teachers, provide supplies and textbooks and keeps the public informed of our aims and goals. The learner is the central focus of this

process. The learner will learn through formal, non-formal and in-formal methods. The learner is an active member of the educational process. The classroom environment includes the physical environment, social climate, emotional climate, and intellectual climate. I believe that organization in the classroom can promote a calm atmosphere which promotes these climates to be a positive learning experience. The curriculum includes academic, extra-curricular, and hidden. The formal list of subjects covered through the day. I enjoy adding activities to enhance

the learning activity.
I do remain flexible in
the day to allow for
unplanned activities which
can enhance learning.
I haven't mentioned
parents, but I believe
parents have a large
impact on the
educational process. By
keeping parents involved,
it keeps all stakeholders
informed on progress of
the learning process. It
also allows for help and
feedback if necessary.



Bethel College

1001 W. McKinley Avenue
Mishawaka, Indiana 46545
(219) 259-8511

August 4, 1992

Career Placement Office
Central Michigan University
Mount Pleasant, Michigan 48859

To Whom It May Concern:

I am writing a letter to verify the employment of Pauline Ponder Heidelmeyer for a two academic year period at First Assembly Christian School in Niles, Michigan. She taught as a second-grade teacher in a self-contained traditional classroom.

My capacity at that time was Superintendent of Schools and I did not directly supervise Pauline. Thus I am unable to specifically evaluate her performance. I do recall that she was friendly and cooperative in our relationship. Her classroom seemed attractive, well-organized and active with learning activities.

From my limited time with Pauline, I certainly believe that her performance as a teacher is worthy of future consideration.

Sincerely,

Michael L. Holtgren
Vice President of Academic Services

MLH:ms



Garfield Elementary
516 W. First
Liberal, KS 67901
(620) 604-1500

March 27, 2014

To Whom It May Concern:

Pauline Heidelmeyer is a great teacher in USD 480. Ms. Heidelmeyer is a third grade teacher at Garfield Elementary School, where I am the principal. During her first year at Garfield, I have had the opportunity to observe and work with Ms. Heidelmeyer. She is a dedicated, motivated, and kind classroom teacher. Ms. Heidelmeyer has been willing to learn and implement new teaching strategies. She is a positive teacher who collaborates well with others to share her teaching ideas and materials. Her passion for students and education is noticeable every day in the classroom. This year Ms. Heidelmeyer has worked successfully with students in her classroom who have a wide range of skills. Students are excited to be Ms. Heidelmeyer's class and they receive differentiated instructional and specific strategies needed for their specific level of learning. She genuinely cares for her students and writes organized lesson plans to ensure her students received the appropriate instruction.

Ms. Heidelmeyer works well with not only her students but also other classroom teachers, teaching assistants, and school staff members to ensure success for all of her students. She regularly collaborates with other teachers to provide the best instruction possible for our student. She has also helped our school by serving on different committees throughout the school year. I would recommend Ms. Heidelmeyer for any classroom position you have available in your school district. If you have any question, please contact me at Garfield Elementary School (620) 604-1500.

Sincerely,

Kendra Haskell
Principal
Garfield Elementary School



FRANKLIN COUNTY SCHOOL DISTRICT

REQUEST TO HIRE

APPLICANT INFORMATION

APPLICANT NAME: HICKS DIANNE E
LAST FIRST M.I.

JOB TITLE: TEACHER - ELEMENTARY

- | | |
|---|---|
| <input checked="" type="checkbox"/> Instructional | <input type="checkbox"/> Non-Instructional |
| <input type="checkbox"/> New Position | <input checked="" type="checkbox"/> Replacement |
| <input checked="" type="checkbox"/> Salary | <input type="checkbox"/> Hourly |
| <input checked="" type="checkbox"/> Full-Time | <input type="checkbox"/> Part-Time |

Start Date: 07/01/2017 Placement Level: IMB12 Starting Salary: \$ 43,664

ALL NEW HIRES WILL START AT STEP 0 PENDING VERIFICATION OF EXPERIENCE

Comments:

\$40,964 + \$2,700 Master's Degree Supplement

SUPERVISOR SIGNATURE: _____

RECOMMENDED: Manna Venelle

FINANCE DIRECTOR

DATE

6/19/17

RECOMMENDED: Karen A. Peddie

HUMAN RESOURCE DIRECTOR

DATE

6/19/17

RECOMMENDED: Travis Moser

SUPERINTENDENT

DATE

6/19/17

DATE

Pre-Employment Procedures: All new employees **MUST** satisfactorily complete and submit all personnel and payroll requirements, which specifically include the following:

- ▶ Verification of Eligibility
- ▶ Fingerprinting & Background Screening
- ▶ Drug Screening



Franklin County District Schools

85 School Rd., Suite 1

Eastpoint, FL 32328

Superintendent Traci Moses
tramoses@franklin.k12.fl.us
(850)670-2810 ex. 4111

To: Walton County School District
From: Karen Peddie, Director of Human Resources
Subject: Employment verification for Dianne Hicks

The individual referenced above is being considered for employment in our district. We would appreciate your responses to the following.

1. Dates of employment: From 8/28/1995 to 8/1/2017
2. Position(s) held: Teacher, Coordinator - Student Services, Principal and
3. Beginning salary 20,500.10 Current salary 87,271.76 Coordinator of Food Service/Proper
4. Are there any disciplinary actions in his file or under current investigation?
☒ No ☐ Yes. If yes, please provide a copy or further details
5. Most recent teacher evaluation rating? HE
6. Is this employee eligible for employment with your district/school for the following school year? ☐ No ☒ Yes. If no, please provide further details
7. Is there anything further you would like to share regarding this individual in regards to a position in our school with direct student contact?

Respectfully,

Karen Peddie

DISTRICT 1
GEORGE THOMPSON

DISTRICT 2
PAM MARSHALL

DISTRICT 3
TERESA ANN MARTIN

DISTRICT 4
STACY KIRVIN

DISTRICT 5
CARL WHALEY

The Franklin County School District does not discriminate on the basis of race, color, national origin, gender, age, disability, pregnancy or marital status in its educational programs, services or activities, or in its hiring or employment practices. The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boy Scouts of America Equal Access Act. Questions, complaints or request for additional information regarding discrimination or harassment may be sent to: Karen Peddie, Director of Human Resources, 85 School Road, Eastpoint, Florida 32328 850-670-2810 x 4101, kpeddie@franklin.k12.fl.us

Franklin County School District
Human Resource Department
85 School Rd. Eastpoint, FL 32328
850-670-2810 fax: 850-670-8579

Today's Date: 6/7/2017
Position Desired: Open

Franklin County School District

Application for Employment

PLEASE NOTE: A complete application includes three (3) letters of reference and copies of any certification/licenses. If your application is incomplete or does not clearly show the experience and/or training required, your application may not be considered. If you have no information to enter in a section, please write N/A. The Franklin County School District is an Equal Opportunity Employer and a Drug Free Workplace.

PERSONAL INFORMATION			
Name (Last, First, MI) Hicks, Dianne, E.		Email [REDACTED]	
Mailing Address (Street) [REDACTED]		City, State, and Zip Code [REDACTED]	
Length of residence in Franklin County moving to Franklin County		Have you ever been bonded? No If so, by what company?	
Preferred Phone Number [REDACTED]	Alternative Phone Number		Date available to begin work? as soon as possible
Are you over the age of 18 and legally eligible for employment in the United States? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		List all relatives or friends that work for FCSB N/A	
Have you ever been convicted of a crime? No If so, please describe (attach on a separate sheet of paper)		Have you ever been employed with the FCSB? No Position Supervisor	
If you hold a teaching certification please indicate below Certificate # 699217 State FL		Are you retired? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, date retired:	
Are you claiming Veteran's Preference? <input type="checkbox"/> Yes <input type="checkbox"/> No. If yes, attach a DD214 or comparable discharge, separation or current reserve documentation that indicates the character of service as honorable.			
List all skills or trainings obtained that are related to position desired Resume attached			
List professional memberships, committee work, community and church activities, etc. Resume attached			
RECORD OF EDUCATION			
Name of School or Institution	Course of Study	Degree or Diploma	Date Received
High School Ridgeview High School	Academic	H.S. Diploma	1979
College Troy State University	Psychology	B.S	1988
Special Troy State University	Counseling & Human Development	M.S	1989
Other University of West Florida	Educational Leadership	33 hours toward Specialist	N/A
*All Teachers and Substitute Teachers must supply official transcripts to verify degree BEFORE receiving payment for years of college			
INSTRUCTIONAL APPLICANTS ONLY			
Answer the following questions in your own handwriting and submit on a separate sheet of paper			
<ul style="list-style-type: none">What elements do you perceive as fundamental to the educational process?What are your opinions as it relates to classroom behavior?			
List any extra-curricular/supplemental experience or training that you have Resume attached			

All information contained in the application is public record subject to disclosure under the provisions of Florida Statutes, Section 119.07, except as may be specifically excluded by this statute. Employment of personnel in Franklin County School District is in compliance with Federal and State Laws regarding nondiscrimination and preference. Any person who believes he/she may need reasonable accommodations during the application or interview process should notify the Human Resource Department @ 850-670-2810 extension 4128.

EMPLOYMENT HISTORY

Describe all work experience in detail, beginning with your current or most recent job. Include military service (indicate rank), internships and job-related volunteer work, if applicable. Indicate number of employees supervised. Use a separate block to describe each position or gap in employment. If needed, attach additional sheets, using the same format as on the application. All information in this section must be completed. Resumes may be attached to provide additional information. All former employers/supervisors may be contacted.

From	To	Employer	Supervisor	Address and Phone Number	Position	Hours/ Week	Reason For Leaving
2015	present	Walton County School District	Supt. Russell Hughes	145 Park Street, DFS, FL (850) 892-1100 x1302	Food Service Coord. (13 Managers)	37.5	moving to Franklin County
2010	2015	Walton County School District	Supt. Carlene Anderson (retired)	Bay El., 118 Gilmore St., SRB, FL (850)	Elementary Principal (40 staff)	40	Hired for District Position
2007	2010	Walton County School District	Kay Dailey, Curr. & Instruction	145 Park Street, DFS, FL (850) 892-1100 x1301	Student Services Coord. (2 staff)	37.5	Administrator position
2005	2007	Walton County School District	Tammy Smith, Principal	VRB El., Co Hwy 30-A, SRB, FL (850) 622-5040 x2210	Teacher on Special Assignment (A.P.)	37.5+	Hired for District Position
2003	2005	Walton County School District	Russell Hughes, Principal	Walton MS, 555 Walton Rd., (850) 892-1100, x1302	Title 1 Resource Teacher	37.5	Opportunity to advance
1995	2003	Walton County School District	Joyce Kelly, Principal (retired)	Walton MS, 555 Walton Rd, DFS, FL (850) 892-7668	6th Grade Teacher-Alternative Ed.	37.5	Opportunity to advance

SUBSTANCE ABUSE AND FINGERPRINT POLICY

To prevent hiring individuals who use illegal drugs or alcohol indicates a potential for impaired or unsafe job performance, the Franklin County School Board requires pre-employment screening examinations. By signing below it is understood that the Board is released from liability. Initial positive drug/alcohol results will require a Confirmation Test. If the Confirmation Test supports initial positive findings, these findings will be reviewed with the applicant and employment will be denied.

Employment is contingent until all results being received and reviewed by Human Resources.

Persons who are to be recommended for employment and applicants who wish to substitute in a teaching, school food service, transportation, or custodial position are required to comply with the following:

- 1) Complete an application, indicating the position desired, (teachers must include subject area), attach three (3) letters of reference, provide documentation of education in the form of transcripts or certification to the Human Resources Department.
- 2) Schedule to have your fingerprints processed at the District Office by the Automated Fingerprint-based System. There is a nonrefundable fee of \$52.75, payable in advance with either Visa/Mastercard or money order made payable to Cogent Systems. You may register online and make payment by internet: <http://www.cogentid.com> or by calling 1-866-365-6767.
- 3) Present the Human Resources Department with \$35.00 (must be exact) or a money order made out to the Franklin County District Office for a drug screen form. You must present this form to any Quest Diagnostics Lab; test results will be forwarded to the HR Department.

The information provided in this application for employment is true, correct and complete. If employed, any misstatement or omission of fact on the application may result in my dismissal. I understand that acceptance of an offer of employment does not create a contractual obligation upon the employer to continue to employ me in the future. If you decide to engage an investigative consumer reporting agency to report on my credit and personal history, I authorize you to do so. If a report is obtained you must provide, at my request the name and address of the agency so I may obtain from them the nature and substance of the information contained in the report.


I UNDERSTAND THAT SHOULD I FAIL THE PRE-EMPLOYMENT SCREENING OR BACKGROUND CHECK, I WILL NOT BE APPROVED FOR EMPLOYMENT IN THE DISTRICT.




PRINTED NAME OF APPLICANT

SIGNATURE OF APPLICANT

DATE



Dianne Hicks

Education

1983-1987 Troy State University - B.S. Psychology
1987-1989 Troy State University - M.S. Counseling and Human Development
1998-1999 University of West Florida - Educational Leadership Certification
2002-2003 Okaloosa-Walton Community College - Middle Grades Integrated Curriculum

Professional Experience

1995-2003 Walton Middle School Alternative Education Teacher
6th grade academic curriculum in self-contained classroom setting

2003-2005 Walton Middle School- Title 1 Resource Teacher
Oversee implementation of Title I programs within the school
Collaborate with principal and two assistant principals
Plan, develop, and implement schedule for administration of assessment as required by the district in the Pupil Progression Plan
Participate in budget planning
Participate in conferences involving students, parents, district office personnel and other administrators
Complete forms and reports related to school operations
Communicate with students, parents, administrators and district personnel
Acting administrator when assistant principals were absent
Refer students/parents to local social service agencies
Collect and review meal applications; contact parents regarding discrepancies

2005-2007 Van R. Butler Elementary School-Teacher on Special Assignment (Assistant Principal responsibilities)
Counsel and discipline students
Assist in development of class schedules
Assist with development and enforcement of policies
Plan, schedule and supervise student activity programs
Communicate with parents regarding attendance, behavior issues, school/district policies

Participate with Principal in interview and hiring of new faculty
Evaluate lunchroom and custodial staff

3

2007-2010 Coordinator of Student Services

Coordinate district-wide guidance and social services program
Coordinate health education programs to include safety, dental hygiene, AIDS awareness, nutrition, self-esteem, character education programs

Train teachers, counselors and administrators in areas related to Student Services and assigned programs

Administrator for approximately 300 home education programs

Develop, oversee, and provide interpretation to schools of laws, policies, rules for: The Code of Conduct, Health Services Plan, FERPA, 504 Plans, etc.

Establish positive collaboration with local agencies and refer district families in need of services

Collaborate with district and school staff to ensure accurate and timely submission of data and reports

Supervise assigned personnel, conduct annual performance appraisals

Coordinate Safe and Drug Free Schools and Safe Schools programs for all levels to include school safety, substance abuse education, violence prevention, conflict resolution (OPPAGA Survey, SESIR Data Collection, etc.)

5

2010-2015 Elementary Principal-Bay Elementary School

Supervise, provide leadership, to the instructional staff in administration of the general education program for the school

Establish healthy and safe learning climate in the school

Observe, evaluate and counsel members of the school faculty and staff; determine recommendations for rehire or removal of personnel

Responsible for property assigned to school and supervise completion of property inventory

Prepare and submit the budgetary requests and monitor expenditures

Assume responsibility for internal funds follow law and regulations

Aware of legal requirements, proposed changes and impact on school

Schedule faculty meetings; inform faculty and staff of policy changes, schedules, new programs, responsibilities, etc.

Prepare and submit reports, documents as required by district policy, law, state mandates

Enforce school rules, administrative regulations and Board policies

Maintain and supervise confidentiality of information

2015-present District Coordinator-Food and Nutrition Services

Supervise 13 FNS Managers, assist principals with annual evaluations, interviews and hiring

Coordinate, supervise the school food/nutrition program following federal laws, State Board of Education rules, Department of Agriculture rules, rules of the School Board

Determine commodity needs, request items, supervise storage

Assist in maintaining a positive public relations program

Schedule/ plan manager meetings, communicate regularly with managers

Coordinate the development and publication of menus

Oversee all food/non-food orders submitted by managers

Contact/communicate with vendors, distributors

Assist with staffing formulas, job classification/personnel guidelines

Review school food service program annually

Interpret applicable laws, rules, policies

Complete district, state, federal reports on time and maintain appropriate records

Certification

Psychology (6-12)

Middle Grades Integrated Curriculum (5-9)

ESOL Endorsement

School Principal (all levels)

Educational Leadership (all levels)

**Additional
Qualifications**

School Improvement Chair (2 years)

Grade Level Chair

United Way Coordinator

Student Council Sponsor

Discipline Committee Chair

**Professional
Association**

Association of Supervision and Curriculum Development

References

Russell Hughes
Former Principal Walton Middle School
Superintendent of Walton County School District
(850) 892-1100 x1302

Carlene Anderson
Superintendent of Walton County School District
(retired) (850) 865-6398 (home)

Sonya Alford
Human Resources Director-Walton County School District
(850)892-1100 x1312

WALTON COUNTY SCHOOL SYSTEM
WALTON MIDDLE SCHOOL

625 PARK AVENUE
DEFUNIAK SPRINGS, FLORIDA 32435
TELEPHONE (850) 892-8220
FAX (850) 892-8280

Joyce Kelly, Principal
Vivian Powell, Asst. Principal

A. Russell Hughes, Asst. Principal
Jimmy Garrett, Guidance Counselor

May 12, 2003

To Whom It May Concern:

I am submitting this letter of recommendation for Mrs. Dianne Hicks. My supervisory association with Mrs. Hicks began in the summer of 1995 when I interviewed and recommended her for a teaching position here at Walton Middle School.

During her tenure at Walton Middle School she has proven herself to be knowledgeable, hardworking, flexible, self-motivating, dependable, caring and well-organized. She has been instrumental in improving one of our Dropout Prevention programs while serving as 6th grade Alternative Ed. Teacher.

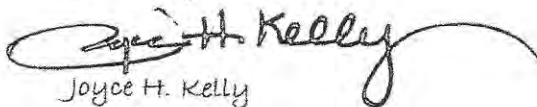
She has served successfully as a Grade Level and our School Improvement Team Chairperson.

She consistently conducts herself in a professional manner when dealing with students and/or adults.

Mrs. Hicks continues to seek additional training that will allow her to obtain additional certification.

It is without hesitation that I recommend her for any administrative or instructional position which she might seek in the future.

Sincerely,



Joyce H. Kelly
Principal



MAUDE SAUNDERS ELEMENTARY SCHOOL
416 John Baldwin Road
DeFuniak Springs, FL 32433
Phone: (850) 892-8210 - Fax: (850) 892-8212

May 20, 2003

To Whom It May Concern:

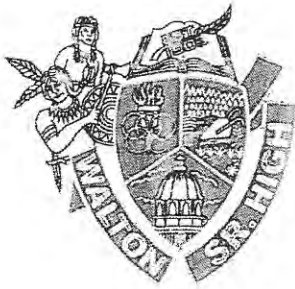
It is with great pleasure that I write this letter of recommendation for Mrs. Dianne Hicks. I have known Mrs. Hicks for approximately 12 years both professionally and personally. Mrs. Hicks and I worked together as 6th grade teachers for a number of years prior to me being in an administrative capacity. She has an enthusiasm for teaching and working with students. Throughout the years of teaching, she has been able to impact many students that she worked with in the alternative/drop out prevention programs, as well as, working closely with the parents of these students.

After transferring to the administrative capacity, I was able to work with Mrs. Hicks in a different capacity. If an administrator had to be away from their duty for a given time, then we pulled teachers from our staff that was in the leadership pool and allowed them to work in an administrative capacity for the day. Mrs. Hicks handled herself in a very professional manner and was able to make good decisions on the days when she worked with us.

I feel that Mrs. Hicks would be a benefit to any faculty with her experience and professionalism.

Sincerely,

Sonya Alford,
Principal
Maude Saunders Elementary School



Walton High School

1345 S. 10th St.
Hickory, NC 28601-4700
Telephone (850) 692-7517

Principal
Mike Davis

Principal
(Mike Davis)
(Tara Davis)

May 14, 2003

To Whom It May Concern:

It is my pleasure to write this letter of recommendation for Ms. Dianne Hicks. I have known Dianne for several years as both a personal friend and as a colleague. For two years I served as an Assistant Principal at the school where Ms. Hicks taught Alternative Education and she always performed her duties in a professional and pleasant manner. During this time I observed Dianne handle situations with students and parents using an attitude that would be important to any successful administrator. Always understanding and yet steadfast with her decisions she portrayed herself in a manner that was in the best interest to the child and the school itself. On several occasions Ms. Hicks substituted for the other Assistant Principal and performed the task at hand that proved to me she was more than ready to move into an administrative role.

I truly believe that Dianne would be an asset to any school as an administrator and would bring fresh ideas and a work ethic that would be valuable to your system. If I had an opening I would pursue her to this role at Walton High School. If I can be of any further assistance please feel free to call at any time.

Sincerely,

Mike Davis, Principal
Walton High School

State of Florida Department of Education

Professional Educator's Certificate

This Certifies That

DIANNE ELIZABETH HICKS

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

EDUCATIONAL LEADERSHIP (ALL LEVELS)

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) ENDORSEMENT

MIDDLE GRADES INTEGRATED CURRICULUM (GRADES 5 - 9)

PSYCHOLOGY (GRADES 6 - 12)

SCHOOL PRINCIPAL (ALL LEVELS)

July 01, 2017 - June 30, 2022

Department of Education Number 699217

**HERSHEL LYONS
CHANCELLOR FOR PUBLIC SCHOOLS**

102606907



**PAM STEWART
COMMISSIONER OF EDUCATION**

Issued May 04, 2017



WARNING: Original document has an artificial watermark on reverse side

TROY STATE UNIVERSITY
TROY, ALABAMA 36082

UNDERGRADUATE
RECORD

ROSE

Student: HOWARD, DIANNE ELIZABETH
Address: [REDACTED]
City/State: [REDACTED]
Identification No.: [REDACTED]
Date of Birth: [REDACTED]
Date Entered: WINTER QUARTER 1983
Classification: Undergraduate
High School Location: Georgia
Date of Graduation: 1979

DEGREE: Bachelor of Science
DATE COMPLETED: December 9, 1987
DIPLOMA DATED: June 11, 1988
MAJOR: Psychology
MINORS: 1. Sociology
2. Criminal Justice

GRADING SYSTEM

A Excellent
B Above Average
C Average
D Below Average but passing
F Failure
IN Incomplete
P Passing
W Withdrew
NG No Grade
AU Audit

ONE CREDIT HOUR IS
EQUIVALENT TO ONE RECITA-
TION PER WEEK FOR 12 WEEKS.

QUALITY POINTS:

A 3 points per hour
B 2 points per hour
C 1 point per hour
D none
F none

Course Title	Dept.	Course Number	Utr. Hours Attempted	Grade	Utr. Hours Earned	Grade Points
UNCONDITIONAL ADMISSION TO TROY STATE UNIVERSITY.						
HOWARD DIANNE E WINTER 1983	[REDACTED]					
BUSINESS MATH	F01	BAN 105	05	C	05	05
WORLD LITERATURE I	F01	G S 205	05	B	05	10
U.S. SINCE 1877	F01	HIS 112	05	A	05	15
			15		15	30
HOWARD DIANNE E SPRING 1983	[REDACTED]					
GAINESVILLE GEORGIA 1974 80						
CONTEMPORARY THOUGHT	CS	100		A	1	
WRITING LAB	OS	100		B	5	
RHETORIC & CCMP	EH	101		B	5	
LIT AND CCMP	EH	102		B	5	
ELEM FRENCH	FRE	102		S	5	
ELEM FRENCH	FRE	103		A	5	
COLLEGE ALGEBRA	MTH	101		C	5	
WOMENS CHOIR	MUS	197		A	1	
VOLLEYBALL	PE	129		A	1	
INTERMED SWIMMING	PE	170		A	1	
GEN PSYCHOLOGY	PSY	101		C	5	
INTRO TO SOCIOLOGY	SOC	101		C	5	
BASIC DESIGN I	VA	110		C	5	
					49	
HOWARD DIANNE E FALL 1983	[REDACTED]					
WORLD LITERATURE II	F01	G S 206	05	B	05	10
WORLD RELIGIONS EAST/WEST	F01	G S 280	05	C	05	05
			10		10	15
ROSE DIANNE E FALL 1983	[REDACTED]					
WORD ORIGINS	F01	ENG 210	03	A	03	09
VISUAL ARTS	F01	G S 133	03	B	03	06
EARTH SCIENCE	F01	G S 234	05	C	05	05
			11		11	20

TSU Publications 200-039

Tamara H. Jones



WARNING: Original document has an anti-fraud watermark on reverse side.

UNDERGRADUATE RECORD

PAGE 2 of 3	Course Title	Dept.	Course Number	Qtr. Hours Attempt.	Grade	Qtr. Hours Earned	Grad. Point
STUDENT NAME:	ROSE DIANNE E WINTER 1984 PRINCIPLES OF BIOLOGY	F01	G S 100	05	B	05	10
UNDERGRADUATE RECORD				05		05	10
HORS:	ROSE DIANNE E SUMMER 1984 MUSIC IN INDIV DEV	F01	G S 131	3	A	3	9
in Laude	US TO 1877	F01	HIS 111	5	A	5	15
				8		8	24
	ROSE DIANNE E UNIVERSITY OF WEST FLORIDA PENSACOLA FL 1984 MATH FOR ELEM TCHRS	MAE	3810		D	6.00	6.00
CERTIFICATES:	ROSE DIANNE E FALL 1984 PSYCHOLOGY OF WOMEN	F01	PSY 312	5	A	5	15
	CRIMINOLOGY	F01	SOC 345	5	A	5	15
				10		10	30
	ROSE DIANNE E WINTER 1985 INTRO TO CRIMINAL JUSTICE	F01	C J 101	5	A	5	15
	JUVENILE JUSTICE	F01	C J 325	5	A	5	15
	PSY SELF-ASSESS & LIFE PLAN	F01	PSY 201	5	B	5	10
			DEAN'S LIST	15		15	40
	ROSE DIANNE E SPRING 1985 THEORIES OF LEARNING	F01	PSY 351	5	B	5	10
	SOCIOLOGY OF AGING	F01	SOC 350	5	A	5	15
				10		10	25
TRANSCRIPTS ISSUED:	TROY STATE UNIVERSITY CONVERTED TO THE 4.0 GRADING SYSTEM EFFECTIVE FALL QUARTER 1985						
Copy - 1/9/84	ROSE DIANNE E SUMMER 1986 PRINC OF POLICE ADMIN	F01	C J 201	5	A	5	20
Ident				5		5	20
4/17/84							
V OF W. FLA							
5/23/85							
OF Puget Sound							
6/24/85	ROSE DIANNE E FALL 1986 ABNORMAL BEHAVIOR	F01	PSY 304	5	A	5	20
OF Puget Sound	FAMILY RELATIONS	F01	SOC 331	5	A	5	20
8/26/85 Reissu				10		10	40
OF Puget Sound							
7/7/87							
WJC							
12/16/87							
See Completion							

Tamara H. Jones



WARNING: Original document has an official watermark on reverse side.

Page 3 of 3

TROY STATE UNIVERSITY
TROY, ALABAMA 36082-0001

UNDERGRADUATE
RECORD

Student: ROSE, DIANNE E.
Address:
City/State:
Identification No.: [REDACTED]
Date of Birth:
Date Entered:
Classification:
High School:
Date Of Graduation:

GRADING SYSTEM:

A Excellent
B Above Average
C Average
D Below Average
F Failure
FA Failure due to excessive absences
IN Incomplete
NG No Grade Reported
P Pass
AU Audit
W Withdrawal
DP Dropped Course-passing
DF Dropped course-failing

ONE CREDIT HOUR IS
EQUIVALENT TO ONE RECITA-
TION PER WEEK FOR 12 WEEKS.

GRADE POINTS:

A 4 points per hour
B 3 points per hour
C 2 points per hour
D 1 point per hour
F none

Student is entitled to
honorabile dismissal
unless otherwise in-
dicated.

Course Title	Dept.	Course Number	Qtr. Hours Atmpt.	Grade	Qtr. Hours Earned	Grac Poin
ROSE DIANNE E WINTER 1987 PRINCIPLES OF COUNSELING	F01 PSY	402	5	A	5	20
JUVENILE DELINQUENCY	F01 SOC	323	5	A	5	20
PRESIDENT'S LIST			10		10	40
ROSE DIANNE E SPRING 1987 BASIC STATISTICS	F01 PSY	202	5	C	5	10
SOCIAL INSTITUTIONS	F01 SOC	300	5	D	5	15
			10		10	25
ROSE DIANNE E SUMMER 1987 SEMINAR IN CRIMINAL JUSTICE	F01 C J	400	5	A	5	20
PSYCH ASSESSMENT TECHS	F01 PSY	401	5	A	5	20
			10		10	40
ROSE DIANNE E FALL 1987 DEVELOPMENTAL PSYCHOLOGY	F01 PSY	300	5	A	5	20
THEORIES OF PERSONALITY	F01 PSY	350	5	A	5	20
			10		10	40

Any subsequent release of this information
should comply with the family educational
rights & privacy act of 1974.

Tamara B. Jones

THE TROY STATE UNIVERSITY SYSTEM



TROY STATE UNIVERSITY
UNIVERSITY RECORDS
TROY, ALABAMA 36082
(334)-670-3170/3164

WARNING: Original document has an artificial watermark on reverse side.

GRADUATE RECORD

TROY STATE UNIVERSITY
Troy, Alabama 36082-0001

Student: ROSE, DIANNE E.
Address: [REDACTED]
City/State: [REDACTED]

Student No.: [REDACTED]
Date Entered: January 8, 1988
Classification: Graduate
Date of Birth: September 6, 1961

DATE ADMITTED:	Course Title	Dept.	Course Number	Qtr. Hours Atmpl.	Grade	Qtr. Hours Earned	Grade Points
Winter Quarter 1988							
UNDERGRAD.							
DEGREE: Bachelor of Science							
DATE: June 11, 1988	ROSE DIANNE E						
WHERE OBTAINED: Troy State University	WINTER 1988						
ADMITTED TO CANDIDACY:	FUND OF COUNS & HUM DEVLPT	F01	CHD 558	5	A	5	20
				5		5	20
September 29, 1989	ROSE DIANNE E	F					
DEGREE: MS in Coun. and Human Develmnt.	SPRING QUARTER 1988						
DATE OF GRADUATION:	BEHAVIOR PATHOLOGY	F01	PSY 669	5	A	5	20
December 9, 1989				5		5	20
DIPLOMA DATED:	ROSE DIANNE E	F					
December 15, 1989	SUMMER QUARTER 1988						
MAJOR:	GROUP DYNAMICS	F01	CHD 642	5	A	5	20
				5		5	20
Agency Counseling MINOR:	ROSE DIANNE E	F					
	FALL QUARTER 1988						
QUALITY POINTS:	DRUG ED & REHABILITATION	F01	CHD 534	5	A	5	20
A 4 points per hour	THEOR & TECH OF COUNS	F01	CHD 649	5	A	5	20
B 3 points per hour				10		10	40
C 2 points per hour	ROSE DIANNE E	F					
Student is entitled to honorable dismissal unless otherwise indicated.	WINTER QUARTER 1989						
GRADUATE RECORD:	INFORMATION SERVICES	F01	CHD 647	5	A	5	20
				5		5	20
GRADING SYSTEM:	ROSE DIANNE E	F					
A Excellent	SPRING QUARTER 1989						
B Above Average	MARRIAGE & FAMILY COUN	F01	CHD 656	5	A	5	20
C Average	EVAL & ASSESMT OF INDIV	F01	PSY 645	5	B	5	15
F Failure				10		10	35
IN Incomplete	ROSE DIANNE E	F					
W Withdrew	SUMMER QUARTER 1989						
NG No Grade	PRACT IN COUNSELING	F01	CHD 650	5	A	5	20
P Passing	RESEARCH METHODOLOGY	F01	CHD 691	5	B	5	15
AU Audit				10		10	35

PASSED COMPREHENSIVE EXAM FALL QTR 1989

ONE HOUR CREDIT IS
EQUIVALENT TO ONE
RECITATION PER WEEK
FOR 12 WEEKS.

TSU Publications 104-047

Any subsequent release of this information
should comply with the Family Educational
Rights & Privacy Act of 1974.

Tamara B. Jones

THE TROY STATE UNIVERSITY SYSTEM



TROY STATE UNIVERSITY
UNIVERSITY RECORDS
TROY, ALABAMA 36082
(334)-670-3170/3164

WARNING: Original document has an official watermark on reverse side.

GRADUATE RECORD

TROY STATE UNIVERSITY
Troy, Alabama 36082-0001

Student: HICKS, DIANNE E.
Address: [REDACTED]
City/State: [REDACTED]

Student No.: [REDACTED]
Date Entered: [REDACTED]
Date of Birth: [REDACTED]

DATE ADMITTED:	Course Title	Dept.	Course Number	Qtr. Hours Attempted	Grade	Qtr. Hours Earned	Grade Points
Winter Quarter 1995 UNDERGRAD. DEGREE: Bachelor of Science Master of Science DATE: 1988, 1989 WHERE OBTAINED: Troy State University ADMITTED TO CANDIDACY: DEGREE: DATE COMPLETED: DIPLOMA DATED: MAJOR: MINOR:	UNCONDITIONAL ADMISSION AS A POSTMASTER STUDENT						
	HICKS DIANNE E WINTER QUARTER 1995 MARR/FAM&SEX THRPY COUNS F01	CHD	656	5 5	B 5	5 5	15 15
GRADE POINTS: A 4 points per hour B 3 points per hour C 2 points per hour D 1 point per hour Student is entitled to honorable dismissal unless otherwise indicated. GRADING SYSTEM: A Excellent B Above Average C Average D Below Average F Failure IN Incomplete W Withdraw NG No Grade P Passing AU Audit DR Dropped Course							

TSU Publications 260-251
Rev. 4/90

Tamara D. Jones

259 29 2362
Student I.D. No
09/06/61
Date of Birth

HICKS
Name
Last
First
Middle
DIANNE
E

Address
City
State
Zip
TROY STATE-FL REGION
MO/YR 01/1983 01/1983 01/1983 01/1983
CLAST 273 318 324 005
ESSAY

Test Scores
CLAST 273 318 324 005
MO/YR 01/1983 01/1983 01/1983 01/1983
ESSAY

59.99
Lower Level
Upper Level
Total Credit
59.99

59.99
Lower Level
Upper Level
Total Credit
59.99

59.99
Lower Level
Upper Level
Total Credit
59.99

59.99
Lower Level
Upper Level
Total Credit
59.99

59.99
Lower Level
Upper Level
Total Credit
59.99

59.99
Lower Level
Upper Level
Total Credit
59.99

59.99
Lower Level
Upper Level
Total Credit
59.99

259 29 2362
Student I.D. No
09/06/61
Date of Birth

HICKS
Name
Last
First
Middle
DIANNE
E

Address
City
State
Zip
TROY STATE-FL REGION
MO/YR 01/1983 01/1983 01/1983 01/1983
CLAST 273 318 324 005
ESSAY

Test Scores
CLAST 273 318 324 005
MO/YR 01/1983 01/1983 01/1983 01/1983
ESSAY

59.99
Lower Level
Upper Level
Total Credit
59.99

59.99
Lower Level
Upper Level
Total Credit
59.99

59.99
Lower Level
Upper Level
Total Credit
59.99

59.99
Lower Level
Upper Level
Total Credit
59.99

59.99
Lower Level
Upper Level
Total Credit
59.99

59.99
Lower Level
Upper Level
Total Credit
59.99

59.99
Lower Level
Upper Level
Total Credit
59.99

WALTON COUNTY SCHOOL SYSTEM
WALTON MIDDLE SCHOOL

625 PARK AVENUE
DEFUNIAK SPRINGS, FLORIDA 32435
TELEPHONE (850) 892-8220
FAX (850) 892-8280

Joyce Kelly, Principal
Vivian Powell, Asst. Principal

A. Russell Hughes, Asst. Principal
Jimmy Garrett, Guidance Counselor

May 12, 2003

To Whom It May Concern:

I am submitting this letter of recommendation for Mrs. Dianne Hicks. My supervisory association with Mrs. Hicks began in the summer of 1995 when I interviewed and recommended her for a teaching position here at Walton Middle School.

During her tenure at Walton Middle School she has proven herself to be knowledgeable, hardworking, flexible, self-motivating, dependable, caring and well-organized. She has been instrumental in improving one of our Dropout Prevention programs while serving as 6th grade Alternative Ed. Teacher.

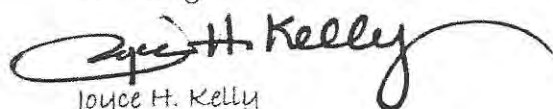
She has served successfully as a Grade Level and our School Improvement Team Chairperson.

She consistently conducts herself in a professional manner when dealing with students and/or adults.

Mrs. Hicks continues to seek additional training that will allow her to obtain additional certification.

It is without hesitation that I recommend her for any administrative or instructional position which she might seek in the future.

Sincerely,



Joyce H. Kelly
Principal



MAUDE SAUNDERS ELEMENTARY SCHOOL
416 John Baldwin Road
DeFuniak Springs, FL 32433
Phone: (850) 892-8210 - Fax: (850) 892-8212

May 20, 2003

To Whom It May Concern:

It is with great pleasure that I write this letter of recommendation for Mrs. Dianne Hicks. I have known Mrs. Hicks for approximately 12 years both professionally and personally. Mrs. Hicks and I worked together as 6th grade teachers for a number of years prior to me being in an administrative capacity. She has an enthusiasm for teaching and working with students. Throughout the years of teaching, she has been able to impact many students that she worked with in the alternative/drop out prevention programs, as well as, working closely with the parents of these students.

After transferring to the administrative capacity, I was able to work with Mrs. Hicks in a different capacity. If an administrator had to be away from their duty for a given time, then we pulled teachers from our staff that was in the leadership pool and allowed them to work in an administrative capacity for the day. Mrs. Hicks handled herself in a very professional manner and was able to make good decisions on the days when she worked with us.

I feel that Mrs. Hicks would be a benefit to any faculty with her experience and professionalism.

Sincerely,

A handwritten signature in cursive script that reads "Sonya Alford". The signature is written in dark ink and is positioned above the printed name and title.

Sonya Alford,

Principal

Maude Saunders Elementary School



Walton High School

555 Walton Road
DeFuniak Springs, FL 32433
Telephone (850) 892-8203

Office of the Principal
Mike Davis

Assistant Principals
Elinor Campbell
Terry Shoaf

May 14, 2003

To Whom It May Concern:

It is my pleasure to write this letter of recommendation for Ms. Dianne Hicks. I have known Dianne for several years as both a personal friend and as a colleague. For two years I served as an Assistant Principal at the school where Ms. Hicks taught Alternative Education and she always performed her duties in a professional and pleasant manner. During this time I observed Dianne handle situations with students and parents using an attitude that would be important to any successful administrator. Always understanding and yet steadfast with her decisions she portrayed herself in a manner that was in the best interest to the child and the school itself. On several occasions Ms. Hicks substituted for the other Assistant Principal and performed the task at hand that proved to me she was more than ready to move into an administrative role.

I truly believe that Dianne would be an asset to any school as an administrator and would bring fresh ideas and a work ethic that would be valuable to your system. If I had an opening I would pursue her to this role at Walton High School. If I can be of any further assistance please feel free to call at any time.

Sincerely,

Mike Davis, Principal
Walton High School



FRANKLIN COUNTY SCHOOL DISTRICT

REQUEST TO HIRE

APPLICANT INFORMATION

APPLICANT NAME: STRANGE JOHN D
LAST FIRST M.I.

JOB TITLE: COORDINATOR OF FACILITIES, MAINTENANCE AND TRANSPORTATION

☐

Instructional

☒

Non-Instructional

☒

New Position

☐

Replacement

☒

Salary

☐

Hourly

☒

Full-Time

☐

Part-Time

Start Date: 07/01/2017

Placement Level: ICC09

Starting Salary: \$ 62,279

ALL NEW HIRES WILL START AT STEP 0 PENDING VERIFICATION OF EXPERIENCE

Comments:

SUPERVISOR SIGNATURE: _____

RECOMMENDED: Shanna Venelle
FINANCE DIRECTOR

DATE
5/31/17

RECOMMENDED: Karen Peddlee
HUMAN RESOURCE DIRECTOR

DATE
5/31/17

RECOMMENDED: Travis Moss
SUPERINTENDENT

DATE
6/20/17

Pre-Employment Procedures: All new employees MUST satisfactorily complete and submit all personnel and payroll requirements, which specifically include the following:

- ▶ Verification of Eligibility
- ▶ Fingerprinting & Background Screening
- ▶ Drug Screening

Today's Date: 5/12/17

Position Desired: Coordinator of Facilities & Transportation

Franklin County School District

Application for Employment

PLEASE NOTE: A complete application includes three (3) letters of reference and copies of any certification/licenses. If your application is incomplete or does not clearly show the experience and/or training required, your application may not be considered. If you have no information to enter in a section, please write N/A. The Franklin County School District is an Equal Opportunity Employer and a Drug Free Workplace.

PERSONAL INFORMATION			
Name (Last, First, MI) <u>Strange John D.</u>		Email <u>BStrange@Franklin.k12.fl.us</u>	
Mailing Address (Street) [REDACTED]		City, State, and Zip Code [REDACTED]	
Length of residence in Franklin County <u>34 years</u>		Have you ever been bonded? <u>NO</u> If so, by what company?	
Preferred Phone Number [REDACTED]	Alternative Phone Number [REDACTED]	Date available to begin work? <u>Now</u>	
Are you over the age of 18 and legally eligible for employment in the United States? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		List all relatives or friends that work for FCSB <u>None</u>	
Have you ever been convicted of a crime? <u>NO</u> If so, please describe (attach on a separate sheet of paper)		Have you ever been employed with the FCSB? Position <u>Facilities Manager</u> Supervisor	
If you hold a teaching certification please indicate below Certificate # _____ State _____		Are you retired? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, date retired: _____	
Are you claiming Veteran's Preference? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No. If yes, attach a DD214 or comparable discharge, separation or current reserve documentation that indicates the character of service as honorable.			
List all skills or trainings obtained that are related to position desired <u>AK certified E see transcripts</u> <u>welding, engine & transmission, VAV boxes 12 Volt - 72 110 - 480 AC</u>			
List professional memberships, committee work, community and church activities, etc.			
RECORD OF EDUCATION			
Name of School or Institution	Course of Study	Degree or Diploma	Date Received
High School <u>Carrabelle</u>	<u>grad school</u>	<u>Yes</u>	<u>2002</u>
College <u>Southeast Georgia tech</u>	<u>Construction Forestry tech</u>	<u>Yes</u>	<u>2005</u>
Special <u>DOE Bus Inspector</u>	<u>Bus</u>	<u>✓</u>	<u>6/14</u>
Other			
<i>*All Teachers and Substitute Teachers must supply official transcripts to verify degree BEFORE receiving payment for years of college</i>			
INSTRUCTIONAL APPLICANTS ONLY			
Answer the following questions in your own handwriting and submit on a separate sheet of paper			
<ul style="list-style-type: none"> What elements do you perceive as fundamental to the educational process? What are your opinions as it relates to classroom behavior? 			
List any extra-curricular/supplemental experience or training that you have <u>DOE Certified Bus Inspector</u>			

All information contained in the application is public record subject to disclosure under the provisions of Florida Statutes, Section 119.07, except as may be specifically excluded by this statute. Employment of personnel in Franklin County School District is in compliance with Federal and State Laws regarding nondiscrimination and preference. Any person who believes he/she may need reasonable accommodations during the application or interview process should notify the Human Resource Department @ 850-670-2810 extension 4128.

EMPLOYMENT HISTORY

Describe all work experience in detail, beginning with your current or most recent job. Include military service (indicate rank), internships and job-related volunteer work, if applicable. Indicate number of employees supervised. Use a separate block to describe each position or gap in employment. If needed, attach additional sheets, using the same format as on the application. All information in this section must be completed. Resumes may be attached to provide additional information. All former employers/supervisors may be contacted.

From	To	Employer	Supervisor	Address and Phone Number	Position	Hours/Week	Reason For Leaving
6/02	10/08	Flint Equit	Don Shamos	525-2247	Shop Foreman/Feld	40+	Repayment Bonds
4/11	5/14	State of Florida	Janice Holland	1716 Hwy 67 68771276	Asst. Major Supervisor	40+	More money
5/14	Present	Franklin County School	T. Reeves	85 School Rd. 670-2800	Teacher	40+	to further my knowledge of Life
2/10	4/11						

SUBSTANCE ABUSE AND FINGERPRINT POLICY

To prevent hiring individuals who use illegal drugs or individuals whose use of legal drugs or alcohol indicates a potential for impaired or unsafe job performance, the Franklin County School Board requires pre-employment screening examinations. By signing below it is understood that the Board is released from liability. Initial positive drug/alcohol results will require a Confirmation Test. If the Confirmation Test supports initial positive findings, these findings will be reviewed with the applicant and employment will be denied. Employment is contingent until all results being received and reviewed by Human Resources.

Persons who are to be recommended for employment and applicants who wish to substitute in a teaching, school food service, transportation, or custodial position are required to comply with the following:

- 1) Complete an application, indicating the position desired, (teachers must include subject area), attach three (3) letters of reference, provide documentation of education in the form of transcripts or certification to the Human Resources Department.
- 2) Schedule to have your fingerprints processed at the District Office by the Automated Fingerprint-based System. There is a nonrefundable fee of \$52.75, payable in advance with either Visa/Mastercard or money order made payable to Cogent Systems. You may register online and make payment by internet: <http://www.cogentid.com> or by calling 1-866-365-6767.
- 3) Present the Human Resources Department with \$35.00 (must be exact) or a money order made out to the Franklin County District Office for a drug screen form. You must present this form to any Quest Diagnostics Lab; test results will be forwarded to the HR Department.

The information provided in this application for employment is true, correct and complete. If employed, any misstatement or omission of fact on the application may result in my dismissal. I understand that acceptance of an offer of employment does not create a contractual obligation upon the employer to continue to employ me in the future. If you decide to engage an investigative consumer reporting agency to report on my credit and personal history, I authorize you to do so. If a report is obtained you must provide, at my request the name and address of the agency so I may obtain from them the nature and substance of the information contained in the report.

I UNDERSTAND THAT SHOULD I FAIL THE PRE-EMPLOYMENT SCREENING OR BACKGROUND CHECK, I WILL NOT BE APPROVED FOR EMPLOYMENT IN THE DISTRICT.

John Strange

PRINTED NAME OF APPLICANT

SIGNATURE OF APPLICANT

DATE

5/12/17

FRANKLIN COUNTY SCHOOLS

PERFORMANCE EVALUATION FORM NON-INSTRUCTIONAL EMPLOYEES

Employee Name	John "Bud" Strange		PID		School/Site	Transportation
Supervisor Name/Title	Al London Director of Aux Svcs.		Length of Time With Supervisor:	4 yrs.	Name of Person Completing Evaluation (if other than Supervisor)	N/A
Employee Position/Classification:	Mechanic, Transportation		Employee Length of Time in Position:	4 yrs.		
Period of Review			Type of Evaluation:			
From:			Probationary	Annual	Special <input checked="" type="checkbox"/>	
To:	2015 - 2016					

The employee is to be evaluated on each of the categories listed below on the following scale:

E = EXCEEDS EXPECTATIONS

M = MEETS EXPECTATIONS

N = NEEDS IMPROVEMENT

U = UNSATISFACTORY

PLEASE NOTE: A rating level other than "Meets Expectations" (i.e., Exceeds Expectations, Needs Improvement or Unsatisfactory) for any category must be accompanied by an explanation on the back of this form or on an attached statement with the reason(s) for this rating (this documentation may include an Improvement Notice or other documentation that has previously been provided to the employee).

E QUALITY OF WORK	E INITIATIVE	M PRODUCTIVITY	E JOB KNOWLEDGE	E INTERPERSONAL SKILL
<p>Performs assignments competently and timely</p> <p>Work products are thorough, complete, and accurate</p> <p>Follows written and oral directions</p> <p>Performs work consistent with applicable policies and procedures</p>	<p>Seeks to develop and improve job skills</p> <p>Identifies problems and proposes solutions</p> <p>Self-motivated; able to work independently</p> <p>Takes action to meet work-related objectives</p> <p>Demonstrates ability to learn new job-related skills</p> <p>Follows up on assigned tasks</p>	<p>Uses time and resources efficiently</p> <p>Produces necessary quantity of work</p> <p>Meets deadlines and schedules</p> <p>Handles multiple assignments and adjusts to accommodate changes in priorities</p> <p>Plans and organizes effectively</p>	<p>Demonstrates proper use of information, procedures, materials, equipments, techniques, and skills</p> <p>Demonstrates working knowledge of job</p> <p>Enhances job knowledge as needed</p> <p>Effective use of technology</p>	<p>Contributes to group performance</p> <p>Supports organizational goals</p> <p>Adapts to changed circumstances</p> <p>Establishes and maintains effective working relationships</p> <p>Interacts effectively with the public</p> <p>Responds appropriately to feedback</p> <p>Demonstrates effective communication</p>
<p>ATTENDANCE</p> <p>Complies with policies and procedures regarding usage of time and leave</p> <p>Maintains scheduled work and break times</p> <p>Reports absences for emergencies and illness, and requests leave, in a timely manner</p> <p>Absences are not excessive as to affect the ability to maintain proper continuity of work</p>	<p>M APPEARANCE</p> <p>Dresses appropriately for job and/or responsibilities</p> <p>Maintains and wears uniform consistent with applicable policies and work rules</p>	<p>M CONFIDENTIALITY</p> <p>Keeps in confidence personally identifiable student or adult information obtained in the course of carrying out job responsibilities unless disclosure is required in carrying out those responsibilities or is otherwise required by law</p> <p>Refrains from accessing or communicating confidential and sensitive information that is not relevant to the employee's job responsibilities</p>	<p>M SAFETY</p> <p>Consistently complies with policies and procedures governing safety and health</p> <p>Reports potentially unsafe conditions in the manner provided in District policy and procedures</p> <p>Exercises safe work habits and is attentive and responsive to unsafe conditions</p>	<p>E SUPERVISION (if applicable)</p> <p>Utilizes personnel and other resources to effectively accomplish responsibilities assigned to the work unit</p> <p>Communicates work assignments clearly and effectively</p> <p>Organizes work assignments in an effective manner</p>

OVERALL EVALUATION: MARK ONE CATEGORY

EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	UNSATISFACTORY
<input checked="" type="checkbox"/>			

Please indicate below the evaluator's explanation for ratings other than "Meets Expectations" in any ratings category. Attach any documents, including Improvement Notices, previously provided to the employee.

Category _____ Rating _____

Written explanation for Rating other than "Meets Expectation" (also attach relevant documents provided to employee)

Category _____ Rating _____

Written explanation for Rating other than "Meets Expectation" (also attach relevant documents provided to employee)

Category _____ Rating _____

Written explanation for Rating other than "Meets Expectation" (also attach relevant documents provided to employee)

(Please attach written explanation and relevant documents for additional categories if needed)

AREA(S) OF EMPHASIS FOR EMPLOYEE DEVELOPMENT IN NEXT APPOINTMENT PERIOD:

Because of the additional tasks required beyond transportation, Mr. Strange should attempt to prioritize more efficiently. This is going to be difficult because he is a one-man shop utilizing external "inmate" labor and is going beyond the scope of his job description to improve the district's efficiency.

EVALUATOR'S NAME AND SIGNATURE: Al London

Al London
Signature

Print Name

1/8/16
Date

EMPLOYEE'S NAME AND SIGNATURE: John Strange

John Strange
Signature

Print Name

1/5/16
Date

The employee acknowledges that his/her signature indicates review of this evaluation but not necessarily agreement with it. Indicate if the employee has provided a written response to this evaluation and attach it.

YES NO

Addendum B

FRANKLIN COUNTY SCHOOLS

PERFORMANCE EVALUATION FORM
NON-INSTRUCTIONAL EMPLOYEES

Employee Name	John "Bud" Strange		PID	School/Site	Franklin County School
Supervisor Name/Title	Nina Marks, Superintendent		Length of Time With Supervisor	Name of Person Completing Evaluation (if other than Supervisor)	
Employee Position/Classification			Employee Length of Time in Position	Type of Evaluation	Probationary <input type="checkbox"/> Annual <input checked="" type="checkbox"/> Special <input type="checkbox"/>
Period of Review	From: 2015-16				

Employee is to be evaluated on each of the categories listed below on the following scale:
 E = EXCEEDS EXPECTATIONS (4) M = MEETS EXPECTATIONS (3) N = NEEDS IMPROVEMENT (2) U = UNSATISFACTORY (1)
 LEASE NOTE: A rating level other than "Meets Expectations" (i.e., Exceeds Expectations, Needs Improvement or Unsatisfactory) for any category must be accompanied by explanation on the back of this form or on an attached statement with the reason(s) for this rating (this documentation may include an Improvement Notice or other documentation that has previously been provided to the employee).

4 QUALITY OF WORK	4 INITIATIVE	3 PRODUCTIVITY	4 JOB KNOWLEDGE	3 INTERPERSONAL SKILL
Performs assignments competently and timely Work products are thorough, complete, and accurate Follows written and oral directions Performs work consistent with applicable policies and procedures	Seeks to develop and improve job skills Identifies problems and proposes solutions Self-motivated; able to work independently Takes action to meet work-related objectives Demonstrates ability to learn new job-related skills Follows up on assigned tasks	Uses time and resources efficiently Produces necessary quantity of work Meets deadlines and schedules Handles multiple assignments and adjusts to accommodate changes in priorities Plans and organizes effectively	Demonstrates proper use of information, procedures, materials, equipment, techniques, and skills Demonstrates working knowledge of job Enhances job knowledge as needed Effective use of technology	Contributes to group performance Supports organizational goals Adapts to changed circumstances Establishes and maintains effective working relationships Interacts effectively with the public Responds appropriately to feedback Demonstrates effective communication
Applies with policies and procedures regarding usage of time and leave Maintains scheduled work and break times Reports absences for emergencies and illness, and requests leave, in a timely manner Absences are not excessive as to affect the ability to maintain proper continuity of work	Dresses appropriately for job and/or responsibilities Maintains and wears uniform consistent with applicable policies and work rules	Keeps in confidence personally identifiable student or adult information obtained in the course of carrying out job responsibilities unless disclosure is required in carrying out those responsibilities or is otherwise required by law Refrains from accessing or communicating confidential and sensitive information that is not relevant to the employee's job responsibilities	Consistently complies with policies and procedures governing safety and health Reports potentially unsafe conditions in the manner provided in District policy and procedures Exercises safe work habits and is attentive and responsive to unsafe conditions	(If applicable) Utilizes personnel and other resources to effectively accomplish responsibilities assigned to the work unit Communicates work assignments clearly and effectively Organizes work assignments in an effective manner

VERBAL EVALUATION: MARK ONE CATEGORY

EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	UNSATISFACTORY
X	(3.6)		

Please indicate below the evaluator's explanation for ratings other than "Meets Expectations" in any ratings category. Attach any documents, including Improvement Notices, previously provided to the employee.

Category Interpersonal Skill Rating 3

Written explanation for Rating other than "Meets Expectation" (also attach relevant documents provided to employee)

Category Productivity Rating 3

Written explanation for Rating other than "Meets Expectation" (also attach relevant documents provided to employee)

Category Supervision Rating 3

Written explanation for Rating other than "Meets Expectation" (also attach relevant documents provided to employee)

(Please attach written explanation and relevant documents for additional categories if needed)

AREA(S) OF EMPHASIS FOR EMPLOYEE DEVELOPMENT IN NEXT APPOINTMENT PERIOD:

EVALUATOR'S NAME AND SIGNATURE: NINA MARKS

Print Name

Nina Marks

Signature

10/31/16

Date

EMPLOYEE'S NAME AND SIGNATURE: John Strong

Print Name

John Strong

Signature

10/31/16

Date

The employee acknowledges that his/her signature indicates review of this evaluation but not necessarily agreement with it. Indicate if the employee has provided a written response to this evaluation and attach it.

YES/NO

Scott Collins

scollins@franklin.k12.fl.us

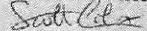
To whom it may concern:

Please accept my letter of recommendation for Bud Strange. I've worked with Bud as a coach, as well as, on numerous maintenance projects at our school. I always found Bud to be consistent, reliable, punctual, hard-working, and loyal to our school.

To me, Bud's most important quality is that he goes above and beyond his job description to make our school a better place. Here a few examples of what Bud has done after his work in transportation: He repaired and repainted the softball and baseball dugouts. He has cut the grass and weeded numerous times at our football, baseball and softball fields. He has fixed busted pipes, sprinkler systems, and installed a new irrigation system for the infields of baseball and softball. He's hung and repaired nets, painted the concession stand and storage buildings. He also helps out when we need an emergency bus driver. Furthermore, I can always get in touch with Bud when something goes wrong or something needs to be done. I highly recommend Bud Strange and consider him to be an asset for any employer.

Sincerely,

Scott Collins



Franklin County School Athletic Director

TO: Franklin County School Board

From: Rob Wheetley, Social Studies Teacher

Subject: Letter of Recommendation for Bud Strange

It is with great pleasure that I write this Letter of Recommendation for Bud Strange. I have known Bud for almost 5 years in a professional setting. I have also worked with him on staff at Franklin County for the last 3 months. In those 5 years of knowing him, I have had transportation issues when I would drive my team to Franklin County over the years and each time Bud has gone above and beyond to get us back on the road. He was always professional and friendly in each incident, and there were several incidents. In the three months that I have been on staff at Franklin Bud has always been helpful and supportive. We coached middle school baseball together and the way he handled me coming in after the season started and let me lead the team speaks volumes of his professionalism and character.

It is without hesitation that I recommend Bud. I know he will be successful in whatever position he is placed in. If you have questions or concerns about this letter please feel free to contact me at [REDACTED]

V/r,

Rob Wheetley, Social Studies

6th/7th Grade teacher



FRANKLIN COUNTY SCHOOL DISTRICT

REQUEST TO HIRE

APPLICANT INFORMATION

APPLICANT NAME: MORON MONICA M
LAST FIRST M.I.

JOB TITLE: Certification Specialist/Instructional Services Secretary

<input type="checkbox"/> Instructional	<input checked="" type="checkbox"/> Non-Instructional
<input type="checkbox"/> New Position	<input checked="" type="checkbox"/> Replacement
<input checked="" type="checkbox"/> Salary	<input type="checkbox"/> Hourly
<input checked="" type="checkbox"/> Full-Time	<input type="checkbox"/> Part-Time

Start Date: 07/01/2017 Placement Level: COO21 Starting Salary: \$ 40,219

ALL NEW HIRES WILL START AT STEP 0 PENDING VERIFICATION OF EXPERIENCE

Comments:

SUPERVISOR SIGNATURE: _____

RECOMMENDED: Manna Venelle
FINANCE DIRECTOR

DATE
6/20/17

RECOMMENDED: Karen Peddie
HUMAN RESOURCE DIRECTOR

DATE
6/15/17

RECOMMENDED: Nani Moses
SUPERINTENDENT

DATE
6/20/17

Pre-Employment Procedures: All new employees MUST satisfactorily complete and submit all personnel and payroll requirements, which specifically include the following:

- ▶ Verification of Eligibility
- ▶ Fingerprinting & Background Screening
- ▶ Drug Screening

Franklin County School District
Human Resource Department
85 School Rd. Eastpoint, FL 32328
850-670-2810 fax: 850-670-8579

Today's Date: 05/24/2017

Position Desired: **Certification Specialist & Secretary
for District Instructional Services**

Franklin County School District

Application for Employment

PLEASE NOTE: A complete application includes three (3) letters of reference and copies of any certification/licenses. If your application is incomplete or does not clearly show the experience and/or training required, your application may not be considered. If you have no information to enter in a section, please write N/A. The Franklin County School District is an Equal Opportunity Employer and a Drug Free Workplace.

PERSONAL INFORMATION			
Name (Last, First, MI) Moron, Monica M		Email [REDACTED]	
Mailing Address (Street) [REDACTED]		City, State, and Zip Code [REDACTED]	
Length of residence in Franklin County 25 years		Have you ever been bonded? <u>no</u> If so, by what company?	
Preferred Phone Number [REDACTED]	Alternative Phone Number [REDACTED]	Date available to begin work? Immediately	
Are you over the age of 18 and legally eligible for employment in the United States? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		List all relatives or friends that work for FCSB Shannon Venable, Crystal Millender, Sue Summers, Roderick Robinson	
Have you ever been convicted of a crime? <u>No</u> If so, please describe (attach on a separate sheet of paper)		Have you ever been employed with the FCSB? <u>Yes</u> Position <u>Supt Admin Asst</u> Supervisor <u>Nina Marks/Traci Moses</u>	
If you hold a teaching certification please indicate below Certificate # <u>N/A</u> State _____		Are you retired? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, date retired: _____	
Are you claiming Veteran's Preference? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No. If yes, attach a DD214 or comparable discharge, separation or current reserve documentation that indicates the character of service as honorable.			
List all skills or trainings obtained that are related to position desired See Attached			
List professional memberships, committee work, community and church activities, etc. See Attached			
RECORD OF EDUCATION			
Name of School or Institution	Course of Study	Degree or Diploma	Date Received
High School	See Attached		
College			
Special			
Other			
<i>*All Teachers and Substitute Teachers must supply official transcripts to verify degree BEFORE receiving payment for years of college</i>			
INSTRUCTIONAL APPLICANTS ONLY			
Answer the following questions in your own handwriting and submit on a separate sheet of paper			
<ul style="list-style-type: none"> What elements do you perceive as fundamental to the educational process? What are your opinions as it relates to classroom behavior? 			
List any extra-curricular/supplemental experience or training that you have			

All information contained in the application is public record subject to disclosure under the provisions of Florida Statutes, Section 119.07, except as may be specifically excluded by this statute. Employment of personnel in Franklin County School District is in compliance with Federal and State Laws regarding nondiscrimination and preference. Any person who believes he/she may need reasonable accommodations during the application or interview process should notify the Human Resource Department @ 850-670-2810 extension 4128.

EMPLOYMENT HISTORY

Describe all work experience in detail, beginning with your current or most recent job. Include military service (indicate rank), internships and job-related volunteer work, if applicable. Indicate number of employees supervised. Use a separate block to describe each position or gap in employment. If needed, attach additional sheets, using the same format as on the application. All information in this section must be completed. Resumes may be attached to provide additional information. All former employers/supervisors may be contacted.

From	To	Employer	Supervisor	Address and Phone Number	Position	Hours/ Week	Reason For Leaving
03/17	Present	Franklin County School District	Sue Suumers/ Nick O'Grady	85 School Road Eastpoint FL 32328	Special Programs Dir	36.25	Current Position
2012	03/17	Franklin County School District	Nina Marks/ Traci Moses	2709 Bluff Road Apalachicola FL 169 21st Ave Apalachicola FL	Federal Program/Curr Dir Superintendent Superintendent	36.25 36.25	Transferred to new position within the district
			see attached for previous employment history				

SUBSTANCE ABUSE AND FINGERPRINT POLICY

To prevent hiring individuals who use illegal drugs or alcohol whose use of legal drugs or alcohol indicates a potential for impaired or unsafe job performance, the Franklin County School Board requires pre-employment screening examinations. By signing below it is understood that the Board is released from liability. Initial positive drug/alcohol results will require a Confirmation Test. If the Confirmation Test supports initial positive findings, these findings will be reviewed with the applicant and employment will be denied.

Employment is contingent until all results being received and reviewed by Human Resources.

Persons who are to be recommended for employment and applicants who wish to substitute in a teaching, school food service, transportation, or custodial position are required to comply with the following:

- 1) Complete an application, indicating the position desired, (teachers must include subject area), attach three (3) letters of reference, provide documentation of education in the form of transcripts or certification to the Human Resources Department.
- 2) Schedule to have your fingerprints processed at the District Office by the Automated Fingerprint-based System. There is a nonrefundable fee of \$52.75, payable in advance with either Visa/Mastercard or money order made payable to Cogent Systems. You may register online and make payment by internet: <http://www.cogentid.com> or by calling 1-866-365-6767.
- 3) Present the Human Resources Department with \$35.00 (must be exact) or a money order made out to the Franklin County District Office for a drug screen form. You must present this form to any Quest Diagnostics Lab; test results will be forwarded to the HR Department.

The information provided in this application for employment is true, correct and complete. If employed, any misstatement or omission of fact on the application may result in my dismissal. I understand that acceptance of an offer of employment does not create a contractual obligation upon the employer to continue to employ me in the future. If you decide to engage an investigative consumer reporting agency to report on my credit and personal history, I authorize you to do so. If a report is obtained you must provide, at my request the name and address of the agency so I may obtain from them the nature and substance of the information contained in the report.

I UNDERSTAND THAT SHOULD I FAIL THE PRE-EMPLOYMENT SCREENING OR BACKGROUND CHECK, I WILL NOT BE APPROVED FOR EMPLOYMENT IN THE DISTRICT.

Monica Moron

PRINTED NAME OF APPLICANT

SIGNATURE OF APPLICANT

05/24/2017

DATE

Monica Moron



Objective:

Highly dependable and ambitious looking for a position utilizing strong administrative and clerical skills in order to provide effective support to the administrators/directors. Bringing expertise in the areas of coordination, communication and organization.

Education:

Florida Supervisor Academy

Earned a Supervisor's Certificate

Gulf Coast State College fka Gulf Coast Community College

GPA: 3.3 Received an AA in Business

Apalachicola High School

Received Academic High School Diploma

Work Experience:

Franklin County School Board, Certification Specialist/District Instructional Services Secretary, (March, 2017-Present)

Duties: Analyzes and evaluates instructional staff certification data. (See attached)

Franklin County School Board, Superintendent's Administrative Assistant (September 2012- March 2017)

Duties: See Attached

Reason for leaving: Transferred to Certification Specialist Position

Crooms, Inc. /Crooms Transportation, Inc. - Administrative Assistant/Bookkeeper/Dispatcher (January 2011-September 2012)

Duties: Responsible for A/R & A/P

Monitor spending to insure expenses are consistent with budgeted funds

Direct activities with regard to scheduling appointments

Plan routes and time schedules for drivers

Input and maintain client data

Prepare necessary FLDOT reports

Daily communication with clients and service provides

Reason for leaving: Accepted job with Franklin County School District

Gulf State Community Bank-Customer Service Associate/Teller/Loan Officer (May 1996-November 2010)

Duties: See Attached

Personal Attributes:

Reliable, Responsible, Committed

Efficient organizational skills

Competent in effective clear communication

Positive attitude, charismatic personality, passionate

Goal-oriented, disciplined

Strong leadership and interpersonal skills

Effective in organizing and balancing multiple tasks

Superior level of flexibility, adaptability, and dedication

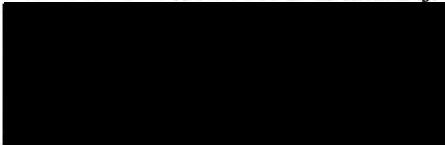
Enthusiastic, hardworking, productive

References:

Marcia Johnson, Franklin County Clerk of Court



Noah Lockley, Franklin County Board of County Commissioners, District 3 (doc to follow)



Reverend John Sink (doc to follow)



CERTIFICATION SPECIALIST

Analyzes and evaluates instructional staff certification data.

Conducts course content analysis of academic transcripts to determine eligibility status for a Florida certificate based on Florida State Board Rules and Statutes to verify status of employment eligibility.

Identifies, monitors, and advises out-of-field teachers to ensure compliance in meeting Florida State Board of Education Administrative Rule, GA-1.0503 requirements.

Confirms certification eligibility status and implements deficiency notification. Collaborates with schools and various departments to assist in the reporting of FTE data.

Advises work location supervisor of individuals who fail to meet certification requirements resulting in non-reappointment.

Serves as the authorized designated signature for the superintendent to submit CT-113 online forms to the Department of Education verifying teaching experience to meet professional certificate requirements as outlined on an individual's Official Statement of Status of Eligibility.

Serves as the authorized designated signature for the superintendent to submit CT-110 online forms to request issuance of a teacher's initial certificate.

Serves as the liaison between the district and the Florida Department of Education Bureau of Certification regarding all certification issues.

Determines certification eligibility and appropriate coverage needed for course assignments based on the Florida Course Code Directory.

Monitors certification status of non-faculty paid athletic coaches and requests issuance of athletic coaching certificates.

Monitors and advises teachers of requirements to move from a 3-year temporary certificate to a 5-year professional certificate.

Maintains district and vocational certification files, monitors certification requirements, and issues district certificates for vocational teachers.

Maintains written, up-to-date procedures and practices related to instructional certification.

Processes applications and forms to be submitted to the proper individuals and/or agencies in a timely manner.

Utilizes current technology, as appropriate, to perform job functions and participates in training programs offered to increase technology skill level, job proficiency, current trends, and best practices relevant to the area of responsibility.

Performs related duties as directed.

Prepare, type and/or update a wide variety of records, reports, special projects, letters and documents.

Perform clerical duties required by activities and functions of the program/department, including preparing and sending correspondence, receiving and routing incoming/outgoing mail and workshop preparation.

Perform financial duties required by the activities and functions of the assigned programs department, including preparing payroll, maintaining inventory, purchasing equipment and supplies, initiating and processing requisitions, assisting in preparation and maintenance of budget and other assigned projects.

Maintain calendar for scheduling appointments, interviews, deadlines, arrangements for meetings and program responsibilities as needed.

Enter appropriate information into databases according to program and department guidelines.

Create and maintain files, handle applications, reports, forms, grants, records, School Board agenda items, minutes, guides, manuals and other assigned projects.

Maintain current information on all applicable policies and procedures and process routine matters within established policies.

Prepare, duplicate, assemble and send materials for all schools, parents, Superintendent and state offices as required by immediate supervisors.

Develop layout for brochures, newsletters, flyers, and others.

Perform additional duties specific to the department / program.

Upgrade and maintain the district website.

Assist with professional development activities for teachers, administrators, and paraprofessionals.

Submission of electronic documentation of Title I, Title II, Title IV, Title VI, and Title X projects needed to verify compliance with monitoring requirements by FLDOE.

Keep supervisor informed of potential problems or unusual event

SCHOOL DISTRICT OF FRANKLIN COUNTY

JOB DESCRIPTION

ADMINISTRATIVE ASSISTANT TO THE SUPERINTENDENT*

QUALIFICATIONS:

- (1) High School Diploma or equivalent.
- (2) Minimum of two (2) years responsible experience in complex secretarial work or a combination of training and experience.
- (3) Type, and take and transcribe dictation accurately at a prescribed rate of speed.
- (4) Computer and word processing proficiency.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to perform highly responsible secretarial and administrative duties necessary to support the Superintendent. Extensive knowledge of the organization, operation, program and goals of the District. Knowledge of federal, state and District rules, regulations and policies. Considerable knowledge of office practices and procedures and operation of office equipment. Good oral and written communication skills. Effective use of business mathematics. Ability to exercise independent judgment in assigned duties and deal effectively with District personnel and the general public. Ability to type accurately at a prescribed rate of speed, take and transcribe dictation and utilize the computer for word processing and other functions. Ability to schedule time and to handle multiple tasks in stressful situations. Ability to answer telephone calls in a courteous and professional manner.

APPROVED

JAN 26 2017

FRANKLIN COUNTY

SCHOOL BOARD

REPORTS TO: SUPERINTENDENT

JOB GOAL

To perform the secretarial and administrative duties and responsibilities in the position of Secretary to ensure the smooth and efficient operation of the Superintendent's office.

SUPERVISES:

N/A

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

Service Delivery

- 1) Serve as secretarial assistant to the Superintendent by planning, initiating and carrying to completion clerical, secretarial and administrative activities.
- 2) Maintain the Superintendent's calendar, including appointments, travel, deadlines and commitments.
- 3) Prepare and disseminate agendas for School Board meetings.
- 4) Attend all School Board meetings and assist the Superintendent as secretary to the Board in maintaining minutes and other records.
- 5) Develop materials for the Superintendent's use for presentations, conferences and workshops.
- 6) Compile background data and information on issues and/or topics as requested by the Superintendent.

SCHOOL DISTRICT OF FRANKLIN COUNTY
JOB DESCRIPTION

ADMINISTRATIVE ASSISTANT TO THE SUPERINTENDENT*

~~7)~~ Prepare, Advertise, disseminate and keep accurate records of approved School Board policies and manage posting of School Board agendas, supporting documents and approved minutes to the district website.

~~7)~~~~8)~~ Serve as secondary finger printing technician. Conduct finger printing services and collect required fees.

~~8)~~~~9)~~ Prepare purchase orders for the Superintendent's office as needed.

~~9)~~~~10)~~ Perform bookkeeping tasks as needed.

Inter / Intra-agency Communication and Delivery

~~10)~~~~11)~~ Communicate with School Board members and District and school administrators concerning School Board meetings, official functions, meetings and any other pertinent information.

~~11)~~~~12)~~ Assist School Board members as directed by the Superintendent.

~~12)~~~~13)~~ Interface with others concerning items that are needed after School Board approval and make required copies or agenda attachments.

14) Answer the telephone and greet visitors in a courteous and professional manner.

~~13)~~~~15)~~ Receive and route telephone calls, and answer questions which may involve interpretation of policies, procedures, operation of the District and referring to appropriate Director.

~~14)~~~~16)~~ Receive, log and route all mail received by the District and Superintendent's office in addition to reviewing and answering correspondence as directed by the Superintendent.

~~15)~~~~17)~~ Keep the Superintendent informed of potential problems or unusual events.

Employee Qualities / Responsibilities

~~16)~~~~18)~~ Maintain effective working relationships with School Board members, District and school personnel, parents, media representatives and the general public.

~~17)~~~~19)~~ Assist in training- any District clerical personnel assigned to the Superintendent's office.

~~18)~~~~20)~~ Participate in training sessions to keep up-to-date and enhance skills and knowledge.

~~19)~~~~21)~~ Respond to requests from the staff or public as directed by the Superintendent.

22) Demonstrate initiative in the performance of assigned responsibilities

23) Model and maintain high ethical standards

24) Follow attendance, punctuality and proper dress rules

~~20)~~~~25)~~ Maintain confidentiality.

System Support

~~24)~~~~26)~~ Develop an extensive knowledge of the organization and programs under the Superintendent's jurisdiction.

SCHOOL DISTRICT OF FRANKLIN COUNTY
JOB DESCRIPTION

ADMINISTRATIVE ASSISTANT TO THE SUPERINTENDENT*

- ~~22~~27) Keep current all information of Board Scholarship Fund and annual recipients.
- ~~23~~28) Prepare required reports and maintain all appropriate records.
- ~~24~~29) Follow all School Board policies and procedures.
- ~~25~~30) Demonstrate support for the School District and its goals and priorities.
- ~~26~~31) Perform other duties as assigned by the Superintendent.

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT: (12 Month Personnel, 260 Days)

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

Paid Holidays for 12 Month Personnel

Independence Day (1)
Labor Day (1)
Thanksgiving (2)
Christmas (2)
New Year (2)
MLK (1)

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.

I have read and discussed with my administrator the above job description. I am aware of the professional development opportunities available to meet these expectations

Supervisor's Signature

Employee's Signature

Date

Date

FCSB Approval Date

SCHOOL DISTRICT OF FRANKLIN COUNTY
JOB DESCRIPTION

ADMINISTRATIVE ASSISTANT TO THE SUPERINTENDENT*

* Confidential Employee. Not eligible for union participation.

GULF STATE COMMUNITY BANK

Customer Service/Teller

- Handle customer accounts and resolve complaints; evaluate customer needs and recommend the most appropriate products and services over the phone
- Extensive organization to facilitate many job duties with tight deadlines
- Maintain high volume of quality work, while insuring highest confidentiality
- Exercise judgment when dispensing information to maintain confidentiality of sensitive information
- Communicate effectively with customers, managers, and co-workers through a variety of channels including email, phone, traditional mail, and through the use of various office machines
- Daily use of Microsoft Office: Word, Excel, PowerPoint, and Outlook
- Executed financial transactions according to bank policies and procedures
- Responded to customer inquiries, providing information on bank accounts, policies, products, and services
- Assessed needs of customers, suggesting products and services accordingly
- Researched and resolved service-related problems
- Ensured adequacy and adequacy of all reports that were subject to local, state, and federal agency review. Maintained privacy and confidentiality of all sensitive and personally identifying information, as governed by Privacy Act and Freedom of Information Act.
- Proficiently answer customer inquiries regarding their accounts.
- Perform cash and check balancing by ensuring all the daily and monthly cash counts are accurate.
- Review all the ATM balances
- Ensure that all customer needs are met and handle appropriately during their initial contact.
- Maintain customers' accounts (including lost/stolen checks, check cards, stop payment etc.)
- Review customers' accounts for transactions accuracy.
- Provide outstanding assistance to customers with all their banking transactions and services.

Loan Officer/Branch Manager

- Tracked all deposits and approved client loans and line of credit requests.
- Established production goals and motivated staff to reach and exceed such goals.
- Provided client support as needed and worked to resolve client matters.
- Performed periodic internal audits of banking procedures.
- Ensured confidentiality with all banking transactions.
- Oversaw daily operations and addressed any staffing issues
- Approved loan applications and financing requests
- Trained and supervised new hires
- Analyzed market trends and used data to set office goals
- Verified information on loan applications prior to making a decision on approval
- Ensured efficient branch operations
- Prepared staff schedules.

MARCIA M. JOHNSON

FRANKLIN COUNTY
CLERK OF THE CIRCUIT COURT

33 Market Street, Suite 203
Apalachicola, FL 32320

(850) 653-8861
Fax (850) 653-2261



June 2, 2017

To Whom It May Concern:

I am pleased to write a letter of recommendation for Mrs. Monica Moron. I have worked with Monica on a variety of projects, and her leadership abilities and personality are outstanding.

I have personally known Monica for over twenty years. In all her pursuits, I have found her to be dedicated to the tasks at-hand.

Monica is diligent and professional with her responsibilities. I know she would be a dedicated employee, and her knowledge and experience would be beneficial to any employer.

If any further information is desired, please don't hesitate to call.

Sincerely,

Marcia M. Johnson
Marcia M. Johnson
Clerk of Circuit Court

MMJ

The Reverend John Davis Sink, O.S.L.
BS, MS, MDiv, EdD, PhD, NSF PostDoctoral Fellow



June 7, 2017

Superintendent Traci Lemieux Moses
Franklin District Schools
85 School Road
Eastpoint, FL 32328

Traci,

RE: Letter of Reference for Monica Lane Moron

When I moved to Franklin County some 13 years ago, one of the first persons I met was Monica Moron when I attended church with my wife. You know me as a life-long educational professional and retired Penn State University Chancellor.

So, I am truly delighted to endorse Monica for the position of Certificate Specialist to assist our Franklin District and Apalachicola Bay Charter School faculty in maintaining their required professional certification as teachers.

As you know, better than I, with her academic and employment record in front of you, Monica has a unique mix of financial (Gulf State Bank) and administrative (Franklin District Schools) professional experience that strongly supports her interest in joining your leadership team. What also impresses me is her interpersonal and communication skills.

Further, as your mother will testify, Monica and her family are truly dedicated to Franklin County's public, private, social and church communities. Great citizens.

Traci, make Monica Lane Moron a member of your leadership team Today!

Blessings and best wishes,


John D. Sink

bcp: Monica Lane Moron

FRANKLIN COUNTY

REPLY TO: ☐
BOARD OF COUNTY COMMISSIONERS
33 MARKET STREET, SUITE 203
APALACHICOLA, FL 32320
(850) 653-8861, EXT. 100
(850) 653-4795 FAX



REPLY TO: ☐
PLANNING & BUILDING DEPARTMENT
34 FORBES STREET, SUITE 1
APALACHICOLA, FL 32320
(850) 653-9783 OFFICE
(850) 653-9799 FAX

Dear Mrs. Peddie,

Please let this letter serve as my official recommendation for Monica Moron for the position of certification specialist.

I have known Monica all her life she is an extremely organized professional who is able to maintain a busy schedule has the ability to manage multiple tasks effectively.

Any employer who is fortunate enough to hire Monica will soon realize that she offers a unique skill set that makes her a very valuable part of the organization. Her cheerful and professional attitude will help everyone in the office to feel a bit more positive and that is something every office can use. I strongly recommend Monica for your available position and I can be contacted if you have any questions.

Regards,

Noah Lockley,

Vice Chair

Franklin County Board of County Commissioners
District 3

RICKY JONES
DISTRICT ONE

CHERYL SANDERS
DISTRICT TWO

NOAH LOCKLEY, JR.
DISTRICT THREE

JOSEPH PARRISH
DISTRICT FOUR

WILLIAM MASSEY
DISTRICT FIVE

The Reverend John Davis Sink, O.S.L.



June 7, 2017

Superintendent Traci Lemieux Moses
Franklin District Schools
85 School Road
Eastpoint, FL 32328

Traci,

RE: Letter of Reference for Monica Lane Moron

When I moved to Franklin County some 13 years ago, one of the first persons I met was Monica Moron when I attended church with my wife. You know me as a life-long educational professional and retired Penn State University Chancellor.

So, I am truly delighted to endorse Monica for the position of Certificate Specialist to assist our Franklin District and Apalachicola Bay Charter School faculty in maintaining their required professional certification as teachers.

As you know, better than I, with her academic and employment record in front of you, Monica has a unique mix of financial (Gulf State Bank) and administrative (Franklin District Schools) professional experience that strongly supports her interest in joining your leadership team. What also impresses me is her interpersonal and communication skills.

Further, as your mother will testify, Monica and her family are truly dedicated to Franklin County's public, private, social and church communities. Great citizens.

Traci, make Monica Lane Moron a member of your leadership team Today!

Blessings and best wishes,


John D. Sink

From the Desk of
Harolyn Walker
K-12 Instructional Coach
Franklin County School



To Whom It May Concern:

It is my pleasure to write this letter of recommendation on behalf of Monica Morón. Mrs. Morón is applying for the Certification Specialist position for Franklin County School District. I have known Monica on a personal level since grade school and have experienced her level of professionalism over the past several years prior to working with the district and since she has been a part of the district. I can attest to her work ethic and dedication to the Franklin County School District. She is personable, thorough, creative, knowledgeable, well rounded and thinks out-side the box. I feel she would bring a level of professionalism and excellence to this position and the Director's office.

Monica has been an asset to the Franklin County School District for the past several years and given the opportunity she would become a greater asset in our district.

Sincerely,

Harolyn Walker



FRANKLIN COUNTY SCHOOL DISTRICT

REQUEST TO HIRE

APPLICANT INFORMATION

APPLICANT NAME: LEE AMY L
LAST FIRST M.I.

JOB TITLE: TEACHER - ELEMENTARY

- | | |
|---|---|
| <input checked="" type="checkbox"/> Instructional | <input type="checkbox"/> Non-Instructional |
| <input type="checkbox"/> New Position | <input checked="" type="checkbox"/> Replacement |
| <input checked="" type="checkbox"/> Salary | <input type="checkbox"/> Hourly |
| <input checked="" type="checkbox"/> Full-Time | <input type="checkbox"/> Part-Time |

Start Date: 07/01/2017 Placement Level: IMB17 Starting Salary: \$ 48,098

ALL NEW HIRES WILL START AT STEP 0 PENDING VERIFICATION OF EXPERIENCE

Comments:

\$45,398 + \$2,700 Master's Degree Supplement

SUPERVISOR SIGNATURE: _____

RECOMMENDED: Hanna Veralde
FINANCE DIRECTOR

DATE
6/21/17

RECOMMENDED: Karen O'Leary
HUMAN RESOURCE DIRECTOR

DATE
6/19/17

RECOMMENDED: Jani Moss
SUPERINTENDENT

DATE
6/20/17

Pre-Employment Procedures: All new employees MUST satisfactorily complete and submit all personnel and payroll requirements, which specifically include the following:

- ▶ Verification of Eligibility
- ▶ Fingerprinting & Background Screening
- ▶ Drug Screening



Franklin County District Schools

85 School Rd., Suite 1

Eastpoint, FL 32328

Superintendent Traci Moses
tmoses@franklin.k12.fl.us
(850)670-2810 ex. 4111

To: Gulf County Schools 227-1999
From: Karen Peddie, Director of Human Resources
Subject: Employment verification for Amy Lee

The individual referenced above is being considered for employment in our district. We would appreciate your responses to the following.

1. Dates of employment: From Aug. 2016 to June 2017
2. Position(s) held: 5th Grade Science Teacher
3. Beginning salary _____ Current salary _____
4. Are there any disciplinary actions in his file or under current investigation?
☒ No ☐ Yes. If yes, please provide a copy or further details
5. Most recent teacher evaluation rating? Incomplete - Waiting on VAM
6. Is this employee eligible for employment with your district/school for the following school year? ☒ No ☐ Yes. If no, please provide further details Contract non-renewed
7. Is there anything further you would like to share regarding this individual in regards to a position in our school with direct student contact?
Great classroom management - very few ^{discipline} referrals and handled students within her classroom.

Respectfully,

Karen Peddie

DISTRICT 1
GEORGE THOMPSON

DISTRICT 2
PAM MARSHALL

DISTRICT 3
TERESA ANN MARTIN

DISTRICT 4
STACY KIRVIN

DISTRICT 5
CARL WHALEY

The Franklin County School District does not discriminate on the basis of race, color, national origin, gender, age, disability, pregnancy or marital status in its educational programs, services or activities, or in its hiring or employment practices. The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boy Scouts of America Equal Access Act. Questions, complaints or request for additional information regarding discrimination or harassment may be sent to: Karen Peddie, Director of Human Resources, 85 School Road, Eastpoint, Florida 32328 850-670-2810 X 4101, kpeddie@franklin.k12.fl.us

EMPLOYMENT VERIFICATION FOR

Amy Lee

Employer	Port St. Joe Elem.
Dates of employment	227-1999 Fax. left message w/ District Aired form to Supervisor
Position held	
Ending Salary	
Would you rehire this person?	
Is there anything further you would like to share regarding this individual?	
Employer	Columbus School District
Dates of employment	required paid service
Position held	
Ending Salary	
Would you rehire this person?	
Is there anything further you would like to share regarding this individual?	
Employer	
Dates of employment	
Position held	
Ending Salary	
Would you rehire this person?	
Is there anything further you would like to share regarding this individual?	
Employer	
Dates of employment	
Position held	
Ending Salary	
Would you rehire this person?	
Is there anything further you would like to share regarding this individual?	

Franklin County School District
Human Resource Department
85 School Rd. Eastpoint, FL 32328
850-670-2810 fax: 850-670-8579

Today's Date: 5/30/17
Position Desired: lower elementary, any

Franklin County School District

Application for Employment

PLEASE NOTE: A complete application includes three (3) letters of reference and copies of any certification/licenses. If your application is incomplete or does not clearly show the experience and/or training required, your application may not be considered. If you have no information to enter in a section, please write N/A. The Franklin County School District is an Equal Opportunity Employer and a Drug Free Workplace.

PERSONAL INFORMATION			
Name (Last, First, MI) Lee, Amy L		Email [REDACTED]	
Mailing Address (Street) [REDACTED]		City, State, and Zip Code [REDACTED]	
Length of residence in Franklin County gulf county 2 years		Have you ever been bonded? no If so, by what company?	
Preferred Phone Number [REDACTED]	Alternative Phone Number none		Date available to begin work? 5/31/17
Are you over the age of 18 and legally eligible for employment in the United States? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		List all relatives or friends that work for FCSB none	
Have you ever been convicted of a crime? no If so, please describe (attach on a separate sheet of paper)		Have you ever been employed with the FCSB? no Position _____ Supervisor _____	
If you hold a teaching certification please indicate below Certificate # 1293307 State # _____		Are you retired? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, date retired: _____	
Are you claiming Veteran's Preference? <input type="checkbox"/> Yes <input type="checkbox"/> No. If yes, attach a DD214 or comparable discharge, separation or current reserve documentation that indicates the character of service as honorable.			
List all skills or trainings obtained that are related to position desired CPI, ESOL Methods and Applied Linguistics,			
List professional memberships, committee work, community and church activities, etc. familiar with MTSS, worked with SWAT			
RECORD OF EDUCATION			
Name of School or Institution	Course of Study	Degree or Diploma	Date Received
High School Whitehall Yearling HS	College	Diploma	1992
College Ohio Dominican University	Elem Ed	Elem Ed, Masters	1996, 2005
Special			
Other			
<i>*All Teachers and Substitute Teachers must supply official transcripts to verify degree BEFORE receiving payment for years of college</i>			
INSTRUCTIONAL APPLICANTS ONLY			
Answer the following questions in your own handwriting and submit on a separate sheet of paper			
<ul style="list-style-type: none">What elements do you perceive as fundamental to the educational process?What are your opinions as it relates to classroom behavior?			
List any extra-curricular/supplemental experience or training that you have highly proficient with computers, reading programs, state standards and 5th grade Science FCAT			

All information contained in the application is public record subject to disclosure under the provisions of Florida Statutes, Section 119.07, except as may be specifically excluded by this statute. Employment of personnel in Franklin County School District is in compliance with Federal and State Laws regarding nondiscrimination and preference. Any person who believes he/she may need reasonable accommodations during the application or interview process should notify the Human Resource Department @ 850-670-2810 extension 4128.

EMPLOYMENT HISTORY

Describe all work experience in detail, beginning with your current or most recent job. Include military service (indicate rank), internships and job-related volunteer work, if applicable. Indicate number of employees supervised. Use a separate block to describe each position or gap in employment. If needed, attach additional sheets, using the same format as on the application. All information in this section must be completed. Resumes may be attached to provide additional information. All former employers/supervisors may be contacted.

From	To	Employer	Supervisor	Address and Phone Number	Position	Hours/ Week	Reason For Leaving
2016	2017	Port St Joe Elem	Joni Mock	2201 Long Ave 850-340-0413	5th grade science	40	annual contract not renewed
2015	2016	Gulf County Health Dept	Sarah Hinds	2475 Garrison Ave, PSJ, FL 850-227-8336	Health Coordinator	40	back to classroom full time
2013	2015	Ohio National Guard, Family Readiness	Capt. Douglas Franz	2825 W. Dublin Granville, Cols, OH 614-257-8888	Program Coordinator	40	moving, relocation
1996	2013	Columbus City Schools	Todd Rogers	211 East State Street, Cols, OH 614-893-8727	Teacher	40	personal

SUBSTANCE ABUSE AND FINGERPRINT POLICY

To prevent hiring individuals who use illegal drugs or individuals whose use of legal drugs or alcohol indicates a potential for impaired or unsafe job performance, the Franklin County School Board requires pre-employment screening examinations. By signing below it is understood that the Board is released from liability. Initial positive drug/alcohol results will require a Confirmation Test. If the Confirmation Test supports initial positive findings, these findings will be reviewed with the applicant and employment will be denied.

Employment is contingent until all results being received and reviewed by Human Resources.

Persons who are to be recommended for employment and applicants who wish to substitute in a teaching, school food service, transportation, or custodial position are required to comply with the following:

- 1) Complete an application, indicating the position desired, (teachers must include subject area), attach three (3) letters of reference, provide documentation of education in the form of transcripts or certification to the Human Resources Department.
- 2) Schedule to have your fingerprints processed at the District Office by the Automated Fingerprint-based System. There is a nonrefundable fee of \$52.75, payable in advance with either Visa/Mastercard or money order made payable to Cogent Systems. You may register online and make payment by internet: <http://www.cogentid.com> or by calling 1-866-365-6767.
- 3) Present the Human Resources Department with \$35.00 (must be exact) or a money order made out to the Franklin County District Office for a drug screen form. You must present this form to any Quest Diagnostics Lab; test results will be forwarded to the HR Department.

The information provided in this application for employment is true, correct and complete. If employed, any misstatement or omission of fact on the application may result in my dismissal. I understand that acceptance of an offer of employment does not create a contractual obligation upon the employer to continue to employ me in the future. If you decide to engage an investigative consumer reporting agency to report on my credit and personal history, I authorize you to do so. If a report is obtained you must provide, at my request the name and address of the agency so I may obtain from them the nature and substance of the information contained in the report.

I UNDERSTAND THAT SHOULD I FAIL THE PRE-EMPLOYMENT SCREENING OR BACKGROUND CHECK, I WILL NOT BE APPROVED FOR EMPLOYMENT IN THE DISTRICT.

Amy Lee

5/30/17

PRINTED NAME OF APPLICANT

SIGNATURE OF APPLICANT

DATE

What elements do you perceive as fundamental to the educational process?

First and foremost in education in order to have a good foundation you must first have a community of cooperation. For you cannot raise a child without a village of support. I have an open door policy: I invite parents, staff and old students to stop by as often as they like to see what we are doing. Through parental and community support I promote a sense of family in my classroom from day one. I model behavior and expectations through example and use positive reinforcement to assist with difficult times and I always lead by example of myself and my own house rules. 1. Get good grades, 2. Be nice, 3. Pick up after yourself.

My second fundamental is the setting of high standards because if you don't raise the bar – who will? I expect each of my students to rise to the best of their own ability, do work to their individual potential and strive for greatness. My foundation is in literacy because without language and communication all of the other academic pieces do not fit in the puzzle. I use real world connections and experiences that promote excitement of learning at times changing my planned themes and curriculum to the interests and needs of the class always keeping within the state standards. All children naturally learn through their own interests and hands on experiences, I use that to my advantage by getting to know my students, their families and keeping connected to the community.

What are your opinions as it relates to classroom behavior?

In my fundamental elements I discussed having a good foundation of community and cooperation, this assists me with my classroom behavior. I use a Montessori style of teaching allowing the student to choose their best learning style, area and seat. This gives the student control of their behavior and they learn who and what is best for their individual learning. I intervene only when necessary to keep students on task and those sitting next to them focused on academics. I use a system of checks and balances for each student. I have a behavior system like most with a scale of green, yellow, red but I offer a blue level for those who stay on green for the entire week and an orange (for those students who would like another chance I will also allow students to earn back a color level for corrected behavior). This enables everyone to have a bad day or a bad moment without ruining the entire day. Parents are notified of good and bad behavior through calendars, texting or apps to encourage rewards at home and I also reward students for greens earned for the month. Most behavior issues are self-contained and handled by myself, peers and home. I only ask for professional intervention when absolutely necessary.

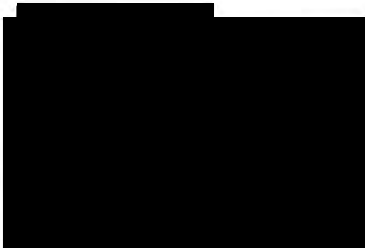


Amy Lee

Career Objective: To utilize my strong dedication to child development and to meet each individual's educational needs.

Professional Mission: To create a safe and inspiring atmosphere that enables all those who walk through the door to advance themselves to their furthest potential.

CONTACT



CERTIFICATION

STATE OF OHIO

Five year professional license
Pre-k, K-8

STATE OF FLORIDA

PROFESSIONAL CERTIFICATE

PREKINDERGARTEN-3

ELEMENTARY K-6

EDUCATION

BACHELOR OF ARTS IN
EDUCATION

Ohio Dominican College
Columbus, OH | Dec 1996

MASTERS OF EDUCATION
CURRICULUM DESIGN &
DEVELOPMENT

Ohio Dominican University
Columbus, OH | Aug 2003

PROFILE

- Experienced teacher who excels in cultivating and maintaining positive and productive relationships with all educational partners including parents, students, administrators, and the community.
- High performing, strategic thinking professional leader with significant education experience and solid foundation in best practices in all content areas and diverse populations.
- Skilled practitioner who continues to expand knowledge of current best practices through professional development and a network of diverse colleagues.

PROFESSIONAL EXPERIENCE

FIFTH GRADE TEACHER | GULF COUNTY SCHOOLS
August 2016 - May 2017 | GULF COUNTY, FL

- Science teacher responsible for teaching all fifth grade students including ESE students.
- Followed Florida State Standards and created lessons and pre and post evaluations based off of previous years FCAT released practice tests.

Educator for the CHOICES program in Gulf and Franklin Counties.
Teaching

HEALTH EDUCATOR | FLORIDA DEPARTMENT OF HEALTH
OCTOBER 2015 - June 2016 | GULF COUNTY, FL

- Educator for the CHOICES program in Gulf and Franklin Counties. Teaching goal setting, relationships, risk avoidance, boundaries, choices and consequences regarding abstinence to all school districts, classrooms consist of up to 30 students in 6th - 12th grade.
- Handle delicate topics and discussion in a professional and discreet manner to enable building a bond with students to encourage participation and learning.
- Enhance student engagement for learning through maintaining collaborative hands on learning classroom and technology infused environment.
- Created professional newsletter to provide community of events and spotlights of the Gulf and Franklin County Health Departments accomplishments.
- Conducted informational parent meetings to inform of program, participated in and organized events for students.

Amy Lee

PROFESSIONAL REFERENCES HEALTH CERTIFICATES

Joni Mock
CPR and First Aid certified
Port St. Joe Elementary
Principal
[REDACTED]

Sarah Hinds
Florida Department of Health
Operations Manager
C: [REDACTED]
E: [REDACTED]

CPT. Douglass Franz
Ohio National Guard
Operation Military Kids
C: [REDACTED]
E: [REDACTED]

Todd Rogers
Principal retired
Second Ave & Weinland Park
Elementary School
[REDACTED]

Bill Shrum
Teacher
Elementary Team co-partner
[REDACTED]

Amy Lee

EXPERIENCE CONTINUED

ELEMENTARY SCHOOL TEACHER | COLUMBUS CITY SCHOOLS
SEPTEMBER 1996 - DECEMBER 2013 | COLUMBUS, OH

- A full-time teacher instructing in English, Language Arts, Math, Science and Social Studies to classrooms of up to 32 students mixed with ESL and ESE students in Kindergarten, 1st, 2nd, 4th Grade
- Established rapport with students, parents and critical family members, using at weekly newsletter, special classroom events and technology contact.
- Enhance student engagement for learning through maintaining collaborative hands on learning classroom and technology infused environment.
- Transitioned to use of Common Core Standards to observe, plan, teach and assess learning to inform and modify instruction for multi-cultural classes with many levels of ability.
- Performed classroom benchmark assessments in reading, math and all State Standardized tests. Familiar with using Thematic Lesson Planning, Direct Instruction, Storytime, Diebels, SRA, and Accelerated Reading diagnostics.

OTHER RELATED EXPERIENCE

CHILD AND YOUTH PROGRAM COORDINATOR | Ohio National Guard | DECEMBER 2013 - SEPTEMBER 2015 | COLUMBUS, OH

- Designed and implemented day and weeklong residential camp programming and for up to 150 teen campers Program included training Counselors and student leaders.
- Created DOD aligned programming for adults, children, volunteers and military personnel.
- Conducted multi-organizational meetings to analyze program needs and future events.
- Responsible for conducting meetings to Ohio School Counselors to advise them of the new initiatives, programs and free resources that are available to military children and their educational needs across the entire State of Ohio.

To Whom It May Concern,

I am pleased to write this letter of recommendation for Amy Lee for a possible teaching position in Franklin County. Although, I've only taught with Amy for one year at Port St. Joe Elementary, I have observed her willingness to take new challenges to impart instructions as well as create an excellent classroom environment. While at Port St. Joe Elementary, she was a "team player" by signing up for various school committees as well as tutoring students in the 21st Century Afterschool Program.

Amy is a very personable teacher who has good interpersonal skills and is easily understood by students and parents alike. Her rapport with her students were obvious for I often observed her greeting her students in the hallway, showing genuine concern about their well-being.

I am confident that she would contribute effectively and truly be an asset to any teaching staff. Please feel free to contact me for any additional information.


Sincerely,

Krissy Gentry

4th Grade Teacher

Port St. Joe Elementary





June 6, 2017

To Whom It May Concern:


I am very pleased to be able to highly recommend Amy Lee for an elementary teaching position. I had the pleasure of being her colleague and teammate this past school term. Ms. Lee has excellent communication skills and a love for providing students with many hands-on activities to spark students' interest and curiosity. She uses this to her advantage by encouraging and motivating her students to think about these topics as they apply in real world situations. This is just one of the methods she uses to inspire her students to perform to a very high level. Her dedication to her students is reflected in the numerous hours she spent preparing for experiments and lessons. She also created a very unique reward system within her own classroom that proved to be very successful. It is with great sincerity that I recommend her for a teaching position as she would prove to be an asset to any school as a devoted teacher and a loyal faculty member.

Very respectfully,

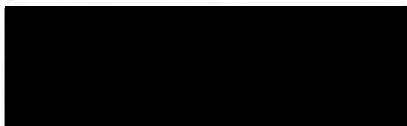
Regina Ferrell

Former 5th Grade Teacher Port St. Joe Elementary School

5th Grade Teacher Tyndall Elementary School



Karen Minger



To Whom It May Concern:

I am writing this reference letter for Amy Lee, who is applying for a job at your location. I have known Amy for one year in my capacity as a Media Specialist at Port St. Joe Elementary School. I would rate her performance exceptional.

Amy has a number of strengths to offer an establishment. She is always interested in helping others, has many years of teaching experience, and is a joy to work with. Amy was a lead teacher in our 21st Century After-School Enrichment Program and I would definitely have her back again.

In conclusion, I would highly recommend Amy Lee for any position you may have available. If you need any additional information, feel free to contact me at [REDACTED] or by email at [REDACTED] anytime.

Sincerely,

A handwritten signature in cursive script that reads "Karen Minger".

Karen Minger

Port St. Joe Elementary School



STATE OF OHIO
THE ADJUTANT GENERAL'S DEPARTMENT
2825 West Dublin Granville Road
Columbus, Ohio 43235

28 September, 2015

To Whom It May Concern:

I am writing this letter of recommendation for Mrs. Amy Lee because I feel prospective organizations need to have good information when making hiring decisions. As the State Family Programs Director for Family Readiness and Warrior Support, I have had the pleasure of working with Amy for two years in her position as a Youth Program Coordinator and Education Outreach for the Ohio National Guard.

Amy joined our youth program team in 2013 and in addition to her normal duties, took on the role of social marketing and volunteer coordinator; in two short years she took a non-existing program and grew volunteer support by over 60% with over 220 volunteers participating in programs. With her focus on management, recruitment, retention, and recognition of volunteers, she has enlarged the program support capacity resulting in increased events for Military Families. In addition, Amy has worked with five major corporate groups to create corporate volunteer opportunities to support Family Readiness and Warrior Support Programs.

Amy has provided program support for over 28 statewide events for Military Families in the last year alone, creating evidenced based curriculum for youth and families to promote resiliency, leadership, and wellness, to name to a few. She has an outstanding work ethic; making it a top priority to provide excellent customer service and follow through on each project she is given. She truly defines "multi-tasker" with an extraordinary ability to manage several critical tasks at once.

It is with utmost confidence that I recommend her for future opportunities. She is an intelligent, compassionate and hardworking employee. If I can provide additional information, please do not hesitate to contact me at 614.336.4161.

Sincerely,

FRANZ.DOUGLA
S.KELLY.1072988
090

Digitally signed by
FRANZ.DOUGLAS.KELLY.1072988090
DN: cn=US, o=U.S. Government, ou=DoD,
ou=PKI, ou=USA,
c=us, email=FRANZ.DOUGLAS.KELLY.1072988090
Date: 2015.09.28 16:17:29 -04'00'

Doug Franz, CPT
State Family Program Director
Ohio National Guard



FRANKLIN COUNTY SCHOOL DISTRICT

REQUEST TO HIRE

APPLICANT INFORMATION

APPLICANT NAME: Ramsey Jacuelyn N

JOB TITLE: Enrichment leader - Nest Eastpoint

- | | |
|--|---|
| <input type="checkbox"/> Instructional | <input checked="" type="checkbox"/> Non-Instructional |
| <input type="checkbox"/> New Position | <input checked="" type="checkbox"/> Replacement |
| <input type="checkbox"/> Salary | <input checked="" type="checkbox"/> Hourly |
| <input type="checkbox"/> Full-Time | <input checked="" type="checkbox"/> Part-Time |

Start Date: 7/2/17 Placement Level: Starting Salary: \$ 12.00

ALL NEW HIRES WILL START AT STEP 0 PENDING VERIFICATION OF EXPERIENCE

Comments:

SUPERVISOR SIGNATURE: Melanie K. Longella 6/22/17
DATE

RECOMMENDED: Shanna Venelle 6/22/17
FINANCE DIRECTOR DATE

RECOMMENDED: Karen Peddicord 6/22/17
HUMAN RESOURCE DIRECTOR DATE

RECOMMENDED: Jan Moss 6/22/17
SUPERINTENDENT DATE

Pre-Employment Procedures: All new employees MUST satisfactorily complete and submit all personnel and payroll requirements, which specifically include the following:

- ▶ Verification of Eligibility
- ▶ Fingerprinting & Background Screening
- ▶ Drug Screening

Franklin County School District
Human Resource Department
85 School Rd. Eastpoint, FL 32328
850-670-2810 fax: 850-670-8579

Today's Date: 6/17/17

Position Desired: Any

Franklin County School District

Application for Employment

Want 

PLEASE NOTE: A complete application includes three (3) letters of reference and copies of any certification/licenses. If your application is incomplete or does not clearly show the experience and/or training required, your application may not be considered. If you have no information to enter in a section, please write N/A. The Franklin County School District is an Equal Opportunity Employer and a Drug Free Workplace.

PERSONAL INFORMATION			
Name (Last, First, MI) <u>Ramsey Jacquelyn Nicole</u>		Email <u>[REDACTED]</u>	
Mailing Address (Street) <u>[REDACTED]</u>		City, State, Zip <u>[REDACTED]</u>	
Length of residence in Franklin County <u>10 years</u>		Have you ever been bonded? <u>Yes</u> If so, by what company? <u>[REDACTED]</u>	
Preferred Phone Number <u>[REDACTED]</u>	Alternative Phone Number <u>[REDACTED]</u>	Date available to begin work? <u>ASAP</u>	
Are you over the age of 18 and legally eligible for employment in the United States? <u>Yes</u> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		List all relatives or friends that work for FCSB	
Have you been convicted of a crime in the past 10 years? If so please describe (attach on a separate sheet of paper)		Have you ever been employed with the FCSB?	
If you hold a teaching certification please indicate below Certificate # <u>[REDACTED]</u> State <u>[REDACTED]</u>		Position <u>[REDACTED]</u> Supervisor <u>[REDACTED]</u>	
Are you claiming Veteran's Preference? <u>Yes</u> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No. If yes, attach a DD214 or comparable discharge, separation or current reserve documentation that indicates the character of service as honorable.		Are you retired? <u>No</u> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, date retired: <u>[REDACTED]</u>	
List all skills or trainings obtained that are related to position desired <u>All my daycare Credentials up to date / Para</u>			
List professional memberships, committee work, community and church activities, etc.			
RECORD OF EDUCATION			
Name of School or Institution	Course of Study	Degree or Diploma	Date Received
High School <u>FCHS</u>		<u>Diploma</u>	<u>May 26, 2016</u>
College			
Special			
Other			
<i>*All Teachers and Substitute Teachers must supply official transcripts to verify degree BEFORE receiving payment for years of college</i>			
INSTRUCTIONAL APPLICANTS ONLY			
Answer the following questions in your own handwriting and submit on a separate sheet of paper			
<ul style="list-style-type: none">What elements do you perceive as fundamental to the educational process?What are your opinions as it relates to classroom behavior?			
List any extra-curricular/supplemental experience or training that you have			

All information contained in the application is public record subject to disclosure under the provisions of Florida Statutes, Section 119.07, except as may be specifically excluded by this statute. Employment of personnel in Franklin County School District is in compliance with Federal and State Laws regarding nondiscrimination and preference. Any person who believes he/she may need reasonable accommodations during the application or interview process should notify the Human Resource Department @ 850-670-2810 extension 4128.

EMPLOYMENT HISTORY

Describe all work experience in detail, beginning with your current or most recent job. Include military service (indicate rank), internships and job-related volunteer work, if applicable. Indicate number of employees supervised. Use a separate block to describe each position or gap in employment. If needed, attach additional sheets, using the same format as on the application. All information in this section must be completed. Resumes may be attached to provide additional information. All former employers/supervisors may be contacted.

From	To	Employer	Supervisor	Address	Position	Hours/ Week	Reason For Leaving
01/14	2016	Project Impact	Nadine Kahn		Kindergarten	15	Sick relative/move
	Current	Dollar General Pick			Sales Assoc.	19	

SUBSTANCE ABUSE AND FINGERPRINT POLICY

To prevent hiring individuals who use illegal drugs or individuals whose use of legal drugs or alcohol indicates a potential for impaired or unsafe job performance, the Franklin County School Board requires pre-employment screening examinations. By signing below it is understood that the Board is released from liability. Initial positive drug/alcohol results will require a Confirmation Test. If the Confirmation Test supports initial positive findings, these findings will be reviewed with the applicant and employment will be denied. Employment is contingent until all results being received and reviewed by Human Resources.

Persons who are to be recommended for employment and applicants who wish to substitute in a teaching, school food service, transportation, or custodial position are required to comply with the following:

- 1) Complete an application, indicating the position desired, (teachers must include subject area), attach three (3) letters of reference, provide documentation of education in the form of transcripts or certification to the Human Resources Department.
- 2) Schedule to have your fingerprints processed at the District Office by the Automated Fingerprint-based System. There is a nonrefundable fee of \$52.75, payable in advance with either Visa/Mastercard or money order made payable to Cogent Systems. You may register online and make payment by internet: <http://www.cogentid.com> or by calling 1-866-365-6767.
- 3) Present the Human Resources Department with \$35.00 (must be exact) or a money order made out to the Franklin County District Office for a drug screen form. You must present this form to any Quest Diagnostics Lab; test results will be forwarded to the HR Department.

The information provided in this application for employment is true, correct and complete. If employed, any misstatement or omission of fact on the application may result in my dismissal. I understand that acceptance of an offer of employment does not create a contractual obligation upon the employer to continue to employ me in the future. If you decide to engage an investigative consumer reporting agency to report on my credit and personal history, I authorize you to do so. If a report is obtained you must provide, at my request the name and address of the agency so I may obtain from them the nature and substance of the information contained in the report.

I UNDERSTAND THAT SHOULD I FAIL THE PRE-EMPLOYMENT SCREENING OR BACKGROUND CHECK, I WILL NOT BE APPROVED FOR EMPLOYMENT IN THE DISTRICT.

Jacquelyn Ramsey
PRINTED NAME OF APPLICANT

Jacquelyn Ramsey
SIGNATURE OF APPLICANT

6/7/17
DATE

J. Ramsey

Interview Questions

Describe your background, education and career experience. Do you have any experience working with after-school?

Worked at Project Impact

Why are you interested in this position?

Love kids

What is the importance of after-school programs?

everything - homework - fun place to be after school

How do you build relationships with the students you work with?

find things that they like to talk about. Find common interests

How do you set behavior expectations with students and how would you respond to a student that does not follow directions?

Write rules on board and reinforce rules

What are your strengths and weakness? Is there any special skill/talent that you can offer the program?

Love kids

Do you have any questions for us?

No

Jackie Ramsey

Interview Questions

Describe your background, education and career experience. Do you have any experience working with after-school?

going to school & working on school physics
Professor. Worked @ project impact.

Why are you interested in this position?

loves kids

What is the importance of after-school programs?

everything

How do you build relationships with the students you work with?

find common interests
be young @ heart

How do you set behavior expectations with students and how would you respond to a student that does not follow directions?

put rules on board & reinforce them.

What are your strengths and weakness? Is there any special skill/talent that you can offer the program?

loves kids still in school

Do you have any questions for us?

when do I start?



FRANKLIN COUNTY SCHOOL DISTRICT

REQUEST TO HIRE

APPLICANT INFORMATION

APPLICANT NAME: De Cardenas Elizabeth
LAST FIRST M.I.

JOB TITLE: Assistant Principal

- | | |
|--|---|
| <input type="checkbox"/> Instructional | <input checked="" type="checkbox"/> Non-Instructional |
| <input checked="" type="checkbox"/> New Position | <input type="checkbox"/> Replacement |
| <input checked="" type="checkbox"/> Salary | <input type="checkbox"/> Hourly |
| <input checked="" type="checkbox"/> Full-Time | <input type="checkbox"/> Part-Time |

Start Date: 07/01/2017 Placement Level: AO900 Starting Salary: \$ 67,012

ALL NEW HIRES WILL START AT STEP 0 PENDING VERIFICATION OF EXPERIENCE

Comments:

SUPERVISOR SIGNATURE: _____

RECOMMENDED: *Shannon Vender*
FINANCE DIRECTOR

DATE
6/22/17

RECOMMENDED: *Karen D. Padden*
HUMAN RESOURCE DIRECTOR

DATE
6/22/17

RECOMMENDED: *Jan Moss*
SUPERINTENDENT

DATE
6/22/17

Pre-Employment Procedures: All new employees MUST satisfactorily complete and submit all personnel and payroll requirements, which specifically include the following:

- ▶ Verification of Eligibility
- ▶ Fingerprinting & Background Screening
- ▶ Drug Screening

Franklin County School District
Human Resource Department
85 School Rd. Eastpoint, FL 32328
850-670-2810 fax: 850-670-8579

Today's Date: 5/4/17
Position Desired: Administrative

Franklin County School District

Application for Employment

PLEASE NOTE: A complete application includes three (3) letters of reference and copies of any certification/licenses. If your application is incomplete or does not clearly show the experience and/or training required, your application may not be considered. If you have no information to enter in a section, please write N/A. The Franklin County School District is an Equal Opportunity Employer and a Drug Free Workplace.

PERSONAL INFORMATION			
Name (Last, First, MI) De Cardenas, Elizabeth		Email [REDACTED]	
Mailing Address (Street) [REDACTED]		City, State, and Zip Code [REDACTED]	
Length of residence in Franklin County 0		Have you ever been bonded? No If so, by what company?	
Preferred Phone Number [REDACTED]	Alternative Phone Number		Date available to begin work? June 15, 2017
Are you over the age of 18 and legally eligible for employment in the United States? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		List all relatives or friends that work for FCSB none	
Have you ever been convicted of a crime? no If so, please describe (attach on a separate sheet of paper)		Have you ever been employed with the FCSB? no Position _____ Supervisor _____	
If you hold a teaching certification please indicate below Certificate # 705916 State FL		Are you retired? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, date retired: _____	
Are you claiming Veteran's Preference? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No. If yes, attach a DD214 or comparable discharge, separation or current reserve documentation that indicates the character of service as honorable.			
List all skills or trainings obtained that are related to position desired			
I am a Nationally Board Certified teacher and also a graduate of the FLOOE Commissioner's Leadership Academy. I am also certified in Elementary Education in grades 1-6 and certified in Educational Leadership (all levels).			
List professional memberships, committee work, community and church activities, etc.			
Member of ASCD (community of educators dedicated to excellence in learning). I am also active in my church and assist in various church functions.			
RECORD OF EDUCATION			
Name of School or Institution	Course of Study	Degree or Diploma	Date Received
High School Coral Park Senior High	General	High School Diploma	June 1986
College Florida State University	Elem. Education	Masters of Science	Dec. 1997
Special Florida State University	Ed Leadership	Educational Specialist	Aug., 2011
Other			
*All Teachers and Substitute Teachers must supply official transcripts to verify degree BEFORE receiving payment for years of college			
INSTRUCTIONAL APPLICANTS ONLY			
Answer the following questions in your own handwriting and submit on a separate sheet of paper			
<ul style="list-style-type: none"> What elements do you perceive as fundamental to the educational process? What are your opinions as it relates to classroom behavior? 			
List any extra-curricular/supplemental experience or training that you have			
Kagan, Wonders, iReady, PBIS, SuccessMaker, SRA			

All information contained in the application is public record subject to disclosure under the provisions of Florida Statutes, Section 119.07, except as may be specifically excluded by this statute. Employment of personnel in Franklin County School District is in compliance with Federal and State Laws regarding nondiscrimination and preference. Any person who believes he/she may need reasonable accommodations during the application or interview process should notify the Human Resource Department @ 850-670-2810 extension 4128.

EMPLOYMENT HISTORY

Describe all work experience in detail, beginning with your current or most recent job. Include military service (indicate rank), internships and job-related volunteer work, if applicable. Indicate number of employees supervised. Use a separate block to describe each position or gap in employment. If needed, attach additional sheets, using the same format as on the application. All information in this section must be completed. Resumes may be attached to provide additional information. All former employers/supervisors may be contacted.

From	To	Employer	Supervisor	Address and Phone Number	Position	Hours/ Week	Reason For Leaving
Jan. 2017	current	Jefferson County Schools	Marianne Arbulo, Superintendent	1490 West Washington Street, Monticello, FL 32344	Director of Curriculum	40+	District Moving to Charter
Aug. 2014	Jan. 2017	Jefferson County Schools	Marianne Arbulo, Superintendent	Jefferson Elementary School 1495 West Washington Street, Monticello, FL 32344	Assistant Principal	40+	Moved to District Position
Aug. 2013	Aug. 2014	Leon County Schools	Laura Brooks, Principal	Cortez Elementary, 2400 Orange Avenue, Tallahassee, Florida	Reading Coach	40+	Moved to Administrative Position with Jefferson County School
2008	2013	Leon County Schools	Laura Brooks, Principal	Cortez Elementary, 2400 Orange Avenue, Tallahassee, Florida	4th Grade Teacher	40+	Moved into Reading Coach Position
2005	2008	Leon County Schools	Kathleen Rodgers, Principal	Kate Sullivan Elementary, 527 Mossbuck Road, Tallahassee, Florida	5th Grade Teacher	40+	Selected to open new school, County Elem.
1999	2005	Leon County Schools	Frank Voran, Principal	Woodville Elementary, 5373 Woodville Highway Tallahassee, Florida	2nd Grade Teacher	40+	Student hardship with children. Needed to be closer to their

SUBSTANCE ABUSE AND FINGERPRINT POLICY

To prevent hiring individuals who use illegal drugs or individuals whose use of legal drugs or alcohol indicates a potential for impaired or unsafe job performance, the Franklin County School Board requires pre-employment screening examinations. By signing below it is understood that the Board is released from liability. Initial positive drug/alcohol results will require a Confirmation Test. If the Confirmation Test supports initial positive findings, these findings will be reviewed with the applicant and employment will be denied.

Employment is contingent until all results being received and reviewed by Human Resources.

Persons who are to be recommended for employment and applicants who wish to substitute in a teaching, school food service, transportation, or custodial position are required to comply with the following:

- 1) Complete an application, indicating the position desired, (teachers must include subject area), attach three (3) letters of reference, provide documentation of education in the form of transcripts or certification to the Human Resources Department.
- 2) Schedule to have your fingerprints processed at the District Office by the Automated Fingerprint-based System. There is a nonrefundable fee of \$52.75, payable in advance with either Visa/Mastercard or money order made payable to Cogent Systems. You may register online and make payment by internet: <http://www.cogentid.com> or by calling 1-866-365-6767.
- 3) Present the Human Resources Department with \$35.00 (must be exact) or a money order made out to the Franklin County District Office for a drug screen form. You must present this form to any Quest Diagnostics Lab; test results will be forwarded to the HR Department.

The information provided in this application for employment is true, correct and complete. If employed, any misstatement or omission of fact on the application may result in my dismissal. I understand that acceptance of an offer of employment does not create a contractual obligation upon the employer to continue to employ me in the future. If you decide to engage an investigative consumer reporting agency to report on my credit and personal history, I authorize you to do so. If a report is obtained you must provide, at my request the name and address of the agency so I may obtain from them the nature and substance of the information contained in the report.

I UNDERSTAND THAT SHOULD I FAIL THE PRE-EMPLOYMENT SCREENING OR BACKGROUND CHECK, I WILL NOT BE APPROVED FOR EMPLOYMENT IN THE DISTRICT.

Elizabeth De Cardenas

PRINTED NAME OF APPLICANT

Elizabeth De Cardenas

SIGNATURE OF APPLICANT

5/4/17

DATE

Leadership Resume

Elizabeth De Cardenas



Objective	To obtain an administrative position in which my skills in school improvement and turn around can be utilized to ensure continuous quality improvement for students.
Education	<p>Educational Specialist (Ed.S.), Educational Leadership and Policy Florida State University, Tallahassee, Florida August, 2011</p> <p>Masters of Science, Elementary Education Florida State University, Tallahassee, Florida December, 1997</p> <p>Bachelor of Science, General Communication Florida State University, Tallahassee, Florida August, 1991</p> <p>Associates in Arts, General Education Miami Dade Community College, Miami, Florida August, 1989</p>
Leadership Roles	Curriculum Director, Assistant Principal, District Curriculum Team, Reading Coach, and Team Leader
Leadership Experience	<ul style="list-style-type: none">• Experienced in Turn Around settings and Title I schools.• Organized and implemented school wide assessments to monitor student progress (standardized, diagnostic, and ongoing).• Interpreted and disaggregated data to inform classroom instruction.• Coordinated school wide progress monitoring through regularly scheduled data chats, including MTSS.• Provided PD that facilitated the professional growth of the staff, and enhanced and supported instructional programs.• Performed classroom walkthroughs on an ongoing basis, completed teacher observations and feedback cycles, and served as a model and mentor to empower teachers.• Ensured adherence to the Florida Standards and the Florida Statutes, as related to curriculum and instructional requirements, to guarantee growth for all students.• Reported school data to stakeholders, facilitated team meetings and created a teaching environment that valued a growth mindset.• Created instructional and operational schedules, to ensure that the daily operation and function of the school, supported classroom instruction.

Leadership Resume

- Ensured a positive learning environment that valued positive discipline and included all stakeholders.
- Enforced school board policies as related to the Pupil Progression Plan and professional practices.
- Worked directly with the Superintendent, administrative team, and the FDOE DA team.
- Planned and implemented the delivery of new curriculum and instructional initiatives such as Wonders and Success for All.
- Oversaw and implemented the summer school program, as well as, the 21st Century grant.
- Supported district-wide and school-wide goals and initiatives.
- Safeguarded the implementation of the school improvement plan.
- Maintained an effective and safe school environment.
- Supported parent involvement and coordinated activities that encouraged community involvement and enhanced instruction such as: Florida Standards Night, Literacy Week, Parent Curriculum Nights, Mini Mu Math Team, Science Fair, Spelling Bee, Tropicana Speech Contest, Families Building Better Readers Workshop, Technology Showcase, Book Fairs, Teacher Appreciation, and Backpack Buddies.

The Instructional and Leadership Experience

Curriculum Director Jan. 2017-Currently
Jefferson County Schools

Assistant Principal 2014-Jan. 2017
Jefferson Elementary
Jefferson County Schools

Reading Coach and Instructional Resource 2013-2014
Conley Elementary
Leon County Schools

Teacher, Fourth Grade 2008-2013
Conley Elementary
Leon County Schools

Teacher, Fifth Grade 2005-2008
Kate Sullivan Elementary School
Leon County Schools

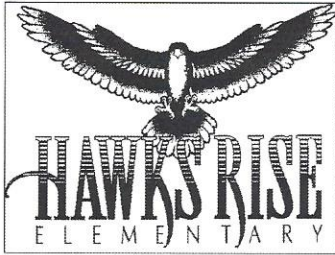
Teacher, Second Grade 1999 - 2005
Woodville Elementary School
Leon County Schools

Teacher, Fourth Grade 1998-1999
Stewart Street Elementary School
Gadsden County Schools

Awards and Certifications

FDOE Commissioner's Leadership Academy
National Board Certification
Elementary Education, Grades 1-6
Educational Leadership (All Levels)

References furnished upon request.



Evy Friend, Principal

A National Blue Ribbon School

Beth Button Jackson, Assistant Principal

May 20, 2017

To Whom It May Concern:

I am pleased to write this letter of reference for Mrs. Elizabeth Decardenas. During the 2007-08 school year, with the opening of a new school, J. Michael Conley Elementary at Southwood, the principal and I had the privilege of hiring Mrs. Decardenas to be the fourth grade team leader. In my capacity as assistant principal, I had the opportunity to work closely with Mrs. Decardenas on grade level responsibilities and curriculum implementation. As the team leader for a new school, Elizabeth ordered the curriculum materials and supplemental resources for fourth grade. She demonstrated a positive attitude and built a strong and cohesive fourth grade team. Mrs. Decardenas met with her team on a regular basis to provide support and ensure that district and school initiatives were being implemented. Her leadership was invaluable and was instrumental in the academic progress of the fourth grade students which ultimately contributed to Conley earning a school grade of A its inaugural year.

Elizabeth communicated well with children and parents. She established a community of learners in her classroom. Her students thrived on the methods and techniques that she used. Whenever I observed in her classroom, the students were engaged in the lessons. Mrs. Decardenas's classroom was alive with learning due to her use of relevant and hands-on student activities. She was an expert at differentiating instruction for students, whether they were struggling or advanced. Parents always felt welcome in her classroom. She coordinated a multitude of parent volunteers for her classroom who were eager to assist in anyway needed.

Any task that was given to Mrs. Decardenas was completed in a timely and efficient manner with accuracy. She was always willing to assist in any area and was an integral part of our faculty and leadership team. After I was promoted to principal at Hawks Rise Elementary, I was not surprised to learn that the new administration at Conley realized her leadership qualities and expanded her role. You can be assured that Mrs. Decardenas will always be prepared and tirelessly work for the betterment of the learning environment!

Sincerely,

Evy Friend

Evy Friend, Principal



205 Meadow Ridge Road ♦ Tallahassee, Florida 32312 ♦ Phone 850.487.4733 ♦ Fax 850.488.6971 *"The Leon County School District does not discriminate against any person on the basis of race, color, ethnicity, national origin, religion, age, sex (including transgender, gender nonconforming, and gender identity), marital status, disability, pregnancy, sexual orientation, or genetic information."*

Laura Brooks

5/21/2017

Dear Prospective Employer,

It is my pleasure to provide this letter of reference for **Mrs. Elizabeth DeCardenas**. I have had the opportunity to work with her in a number of roles. From July, 2009, through July, 2014, I was her supervising principal at Conley Elementary School. She was a fourth grade, classroom teacher for the first four years and our reading coach the last. Mrs. DeCardenas not only provided highly effective teaching to our students, but also served as the Grade Team Leader, Chair-person for School Improvement Committees, and Leader of several teacher training opportunities. In 2015-16, as Principal of Deerlake Middle School, I had the pleasure to work with her in her role as Assistant Principal at Jefferson Elementary School. She coordinated a community partnership with our Student Council to support reading. This project resulted in a donation of some 4,000 books to JES and a visit by the DMS Student Council to read to her students.

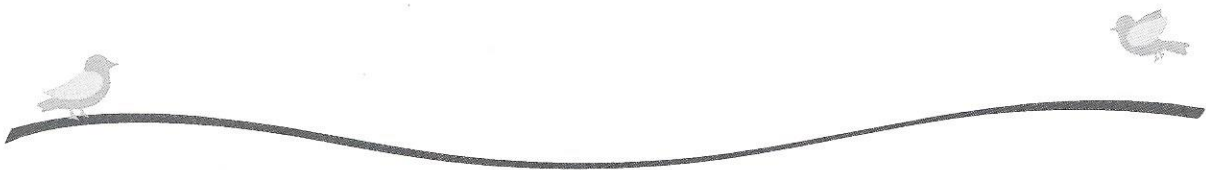
Mrs. DeCardenas brings a depth of knowledge to any school environment. She understands what it takes to design highly effective lesson plans that address all the needs of students and meet state standards. She is careful to consider the delivery of concepts so that students are engaged by appealing to the cognitive, physical, emotional and social needs. She is very aware of time, space and safety in the classroom/school, and is organized and thorough with preparations for the day. She is able to address the students as a group, but a greater strength is her ability to individualize instruction. She is able to challenge students who are ready to move on with their skill development, and differentiate the instruction to work with those who may need more time and accommodations. These skills proved to be extremely valuable in her role as Reading Coach, as well. She was able to share, model, and give support to others teachers with their development of effective teaching skills. As RC she executed our Reading Plan at the highest level, involving teachers, aides, administration and District Staff. She is adept at analyzing data and generating a subsequent intervention plan, whether for an individual student, small group, grade level or schoolwide. Not only is she successful making a plan but she can deliver results.

In all capacities, Mrs. DeCardenas develops positive rapport with students, parents and all stakeholders. She purposely works to build confidence in students and develop their potential. She maintains open communication with parents, and seeks to be a resource to the students' families. As well, she is able to use these same skills to build relationships among her colleagues to support the entire school. She is open to feedback and offers ideas to others, as well.

In my professional experience (36 years) I have worked with many, many educators. I would rank Mrs. DeCardenas in the top 5% for exemplar qualities: highly effective, dedicated, loyal, driven, intelligent, committed, team player and positive role model for others. Should I ever have the opportunity to re-hire Mrs. DeCardenas, I would have no hesitations. She will be an asset to any school environment. Please feel free to contact me, if you would like additional information.

Respectfully,

Laura Brooks



May 19,2017

Mrs. Traci Moses

85 School Rd, Suite1

Eastpoint, Florida 32328

Dear Mrs.Moses,

This serves as a letter of recommendation for Mrs. Elizabeth DeCardenas, who has applied for a position with your institution. It is my honor to recommend Mrs. DeCardenas for an administrative position in the Franklin County School System.

She has served as the Assistant Principal at Jefferson Elementary School for the past three years. Under her leadership and guidance, the children and staff finally gain consistency and uniformity. Revealing of her administrative skills, Mrs. DeCardenas has been instrumental in planning and implementing community outreach programs for her students, securing special trips in and out of state and she has developed positive relationships with parents. Mrs. DeCardenas does a remarkable job of motivating students. She goes above and beyond to make sure her students are learning, having fun and achieving mastery. She truly has a passion to work with at risk students. As an administrator she is supportive and creative. Her interpersonal skills are exceptional.

Mrs.DeCardenas is a superb education administrator, having worked in her profession for the past 16+ years. Her competence, compassion and ethics as an educator are exemplary. She is always excited to learn new and interesting things to help perfect her craft. I would have to say that Mrs. DeCardenas' strengths are her ability as an instructional leader are the relationships she develops with her teachers, students and their families. She guides grade level teams based on data and student interest as they develop their lessons. She uses numerous research based strategies such as multiple intelligences, cooperative learning and rigor, to partner with her team teachers as they create engaging lessons that drive student achievement.

In addition, Mrs. DeCardenas' amalgamation of teaching excellence, administrative skills and community building comes "packaged" in a wonderfully friendly, witty, sincere and caring human being. Her personality is delightful. She is sensitive, flexible, respected and admired by all, students, parents, colleagues and superiors alike.

I recommend her without reservation. I am confident if selected for a position within your district, she would provide the same high level of service and commitment. If you have any questions or wish to speak further about, please contact me at Jefferson Elementary School, 850-556-9695, forrest.massey@jeffersonschoolsdistrict.org .

Sincerely,

Forrest Massey

District Science Coach

Jefferson Elementary School

Monticello,Fl.32344

Jefferson County School District

Marianne Arbulu, Superintendent

1490 W. Washington Street

Monticello, FL 32344

www.jeffersonschooldistrict.org

RE: Letter of Recommendation, Elizabeth De Cardenas

May 19, 2017

To Whom It May Concern:

It is my pleasure to recommend Mrs. Elizabeth De Cardenas for a position within your organization. I have worked with her for the past year as an Assistant Principal and currently as the district's Director of Curriculum. We have developed a very collaborative relationship as we've worked to build capacity among teachers and coaches within our underperforming schools and traversed the new territory of bringing in a charter to the district.

Mrs. De Cardenas has shown excellent organizational and managerial skills as she has dealt with, and organized, student and teacher schedules in order to ensure that student progress was at the forefront of everything we do and plan. She has also organized programs that have benefited our students and included our community stakeholders, such as the Backpack Buddies and after school clubs.

Additionally, she has served as the elementary testing administrator for our state's high stakes testing, which takes an inordinate amount of planning and organization. She has in-depth knowledge of the Florida Standards and instructional best practices used to enhance student achievement, as evidenced by the 11% increase in our third grade reading scores for this 16-17 school year.

Her curriculum knowledge is exemplary and her experience as a Nationally Board Certified teacher and reading coach has given her a unique set of qualifications. Her experience, background, and dedication is an indicator of why she was selected as the district's Director of Curriculum.

As a team player, she has supported me and my administration and I rely on her as a long-range thinker and planner. She is willing to think outside of the box to problem solve in order to ensure our students and teachers get the best resources available to them. To that end, she has developed community connections and resources to broaden support for our schools, students, and families.

Mrs. De Cardenas is a talented administrator with 17 years of educational experience. I encourage you to review her skill sets and see that she brings a high level of commitment and excellence to any position. You can always count on her as a dependable asset to your team, and I recommend her for any leadership role you have available.

Sincerely,



Marianne Arbulu, Superintendent
Jefferson County School District
1490 West Washington Street
Monticello, FL 32344

(850) 342-0100

marianne.arbulu@jeffersonschooldistrict.org

BOARD MEMBERS

District 1
Gladys Roann-Watson

District 2
Sandra Saunders

District 3
Shirley Washington

District 4
Bill Brumfield

District 5
Charles Boland

June 12, 2017

Dear Mrs. Rudd,

I am writing to inform you of my resignation effective immediately. I have accepted a teaching position in Wakulla County at RiverSprings Middle School.

I have enjoyed my time at Franklin County School and have learned so much.

Thank you for your support.

Sincerely,
Carol Allen



Karen Peddie <kpeddie@franklin.k12.fl.us>

Fwd: 2 week notice

1 message

Sonja Buffkin <sbuffkin@franklin.k12.fl.us>

Mon, Jun 12, 2017 at 4:44 PM

To: Traci Moses <tmoses@franklin.k12.fl.us>, Karen Peddie <kpeddie@franklin.k12.fl.us>

Cc: Bud <bstrange@franklin.k12.fl.us>

Please see below email from Michael Luberto. It is his two week notice. I spoke with him earlier today and told him it needed to be in writing.

Sent from my iPhone

Begin forwarded message:

From: Michael Luberto <michaelluberto@franklin.k12.fl.us>

Date: June 12, 2017 at 1:31:06 PM EDT

To: Sonja Buffkin <sbuffkin@franklin.k12.fl.us>

Subject: 2 week notice

Please except my 2 week notice starting tomorrow on the 13" making my last day june-26-17. Its been a pleasure to have worked with FCSB this past year. I appreciate and thank you all for every opportunity.

The Franklin County School District is an Equal Education Opportunity Provider and Employer. Under Florida's Public Records law, absent a specific exclusion, written communications to and from Franklin School District employees and students are considered public records. **E-mail communication with this correspondent may be subject to public and media disclosure upon request.**

The Franklin County School District is an Equal Education Opportunity Provider and Employer. Under Florida's Public Records law, absent a specific exclusion, written communications to and from Franklin School District employees and students are considered public records. **E-mail communication with this correspondent may be subject to public and media disclosure upon request.**

Stacy Reese

PO BOX 1095

Eastpoint, FL 32328

5/19/2017

To Whom It May Concern

Please accept this letter as notification that I, Stacy Reese, will not return to Franklin County School System for the 2017-18 school year. I will be fulfilling my contract for the 2016-17. After 2016-17 school year please send all notifications to my above address.

Thank you,

Stacy Reese

Dear Mrs. Moses and the Franklin County School Board,

It is with a heavy heart that I am resigning from Franklin County School and will not return for the 2017-2018 school year. I am very excited for where my future opportunities will take me as I finish my master's degree, however, it is still bittersweet. I have enjoyed my time here at FCS and I've made many fond memories with my students and coworkers. I wish you all the best.

Thank you,

A handwritten signature in cursive script, appearing to read 'K Hardy', written in black ink.

Kendyl Hardy

6/22/17

To Whom it May Concern,

This is a letter of contract fulfillment. I, Joy Carrino, will fulfill my 2016-2017 contract with Franklin County Schools. I will not be returning for the 2017-2018 school year.

Signed,

Joy Carrino 6/22/2017

AGREEMENT AND MUTUAL RELEASE

This Agreement and Mutual Release (hereinafter "Agreement") is entered into by and between JASON LUQUIS ("Luquis") and the FRANKLIN COUNTY SCHOOL BOARD ("the School Board"), as follows:

I. RECITALS

WHEREAS, Luquis is employed by the Franklin County School Board as a teacher pursuant to an annual contract and is entitled to the benefits of that contract and § 1012.33, *Florida Statutes*; and

WHEREAS, Pursuant to § 1012.33, *Florida Statutes*, School Superintendent Traci Moses filed a Notice of Charge of Misconduct in Office against Luquis and Luquis requested a hearing before the Florida Division of Administrative Hearings; and

WHEREAS, Luquis and the School Board have each determined that their respective interests would best be served by resolving any and all issues between them without further action or delay;

NOW THEREFORE, in consideration of the completion of the terms outlined herein, the receipt and sufficiency of which are acknowledged, Jason Luquis and the Franklin County School Board (together "the parties") agree as follows:

II. MUTUAL RELEASE AND COVENANTS

1. This Agreement is contingent on approval by the Franklin County School Board. Superintendent Traci Moses will recommend approval of this Agreement to the School Board.

2. Luquis voluntarily waives his rights under his contract and § 1012.33, *Florida Statutes* and agrees to immediately tender a letter of resignation from his position with the School Board reflecting resignation for personal reasons; Luquis's resignation will have an effective date of April 30, 2017.

3. Luquis agrees to not reapply for employment with the Franklin County School Board and agrees that the School Board is under no obligation to hire Luquis in the future.

4. Luquis releases the School Board from any and all manner of actions, suits, liens, debts, damages, injuries, claims and demands whatsoever, at law or in equity, arising out of or under any federal, state, or local law, statute, ordinance, public policy, Executive Order, or constitutional provision, or concerning any other claim of any type, which Luquis may now have or which he may have had prior to the date of this Agreement.

5. The School Board agrees to pay Luquis his accrued, earned pay through the date of his suspension without pay in the amount of \$3,808.15, plus the value of 35% of his accrued sick leave in accordance with School Board Policy 3430.03 in the amount of \$455.63, minus the cost of insurance advanced by the Board on Luquis' behalf through the end of May 2017 in the amount of \$220.19, in the total amount of \$4,043.59, to be paid through normal payroll processes with customary deductions.

6. The School Board, through its designee, will request that the local newspaper remove the news article regarding the Notice of Charge of Misconduct filed by the Superintendent against Luquis from its website. This Agreement is **not** contingent on the local newspaper's agreement with or refusal to comply with this request.

7. Reference requests for Luquis will be directed to the School Board's Human Resources Director, who is the only person authorized to give references for Luquis. To comply with the School Board's obligations under Florida law, reference requests will be told that, "Mr. Luquis resigned in lieu of a formal hearing regarding a dispute concerning protocols for transportation and use of student medication to an athletic event, which the Superintendent contended impacted the health, safety, and welfare of a student."

8. The School Board releases Luquis from any and all manner of actions, suits, liens, debts, damages, injuries, claims and demands whatsoever, at law or in equity, arising out of or under any federal, state, or local law, statute, ordinance, public policy, Executive Order, or constitutional provision, or concerning any other claim of any type, which it may now have or which it may have had prior to the date of this Agreement, including but not limited to, claims as identified in Exhibit A to this Release.

9. The release of any party pursuant to this Release shall constitute a release of that party's members, elected officials, officers, employees, agents, partners, insurers, insurance carriers, attorneys, shareholders, representatives, successors, assigns, and beneficiaries.

10. Luquis acknowledges that he has entered into this Release voluntarily and with full understanding of its terms and conditions; that he has been represented by competent legal counsel of his own choosing throughout the pendency of the negotiations leading to his entry into this Release; and he has been advised regarding his rights.

11. Luquis acknowledges that the only consideration provided to him by the School Board for entering into this Agreement is that stated herein; that no other promises or inducements of any kind have been made to him by any person or entity to cause him to execute this Release; and, that he fully understands its meaning and intent including but not limited to its final and binding effect.

12. This Release shall be construed in accordance with the laws of the State of Florida. Venue for any dispute shall be Franklin County, Florida.

12. This Release shall be construed in accordance with the laws of the State of Florida. Venue for any dispute shall be Franklin County, Florida.

THE UNDERSIGNED, HAVING READ AND UNDERSTOOD THIS RELEASE, VOLUNTARILY AND OF HER OWN FREE WILL, AGREES TO ALL OF ITS PROVISIONS.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 7 day of June, 2017.

Jason Luquis
Jason Luquis

STATE OF FLORIDA
COUNTY OF ~~FRANKLIN~~ Osceola

The foregoing instrument was acknowledged before me this 7th day of June 2017, by Jason Luquis, who is [☒] personally known to me or [] who has produced as identification.



Kristel Quarti
NOTARY PUBLIC
Kristel Quarti
Print, type or stamp name and expiration date

FRANKLIN COUNTY SCHOOL BOARD

By: _____
TRACI MOSES
Superintendent of Schools

STATE OF FLORIDA
COUNTY OF FRANKLIN

The foregoing instrument was acknowledged before me this ____ day of June 2017, by TRACI MOSES, in her capacity as Superintendent of the Franklin County School District, who is [] personally known to me or [] who has produced as identification.

NOTARY PUBLIC

EXHIBIT A

- Fair Labor Standards Act, as amended
- Title VII of the Civil Rights Act of 1964, as amended
- The Civil Rights Act of 1991, as amended
- Sections 1981 to 1988 of Title 42 of the US Code, as amended
- Employment Retirement and Income Security Act of 1974, as amended
- Immigration Reform and Control Act, as amended
- Americans with Disabilities Act of 1990, as amended
- Age Discrimination in Employment Act of 1976, as amended
- Worker Adjustment and Retraining Notification Act, as amended
- Occupational Safety and Health Act, as amended
- Sarbanes-Oxley Act of 2002
- The Florida Civil Rights Act, Chapter 760, Florida Statutes
- Florida Private Sector Whistle-Blower Act
- Florida Public Sector Whistle-Blower Act
- Florida's Worker's Compensation Law Anti-Retaliation Provision, Section 440.205, Florida Statutes
- Florida Statute regarding Wage Rate Discrimination on the basis of sex, Section 448.07, Florida Statutes
- Florida Equal Pay Act, Section 725.07, Florida Statutes
- Florida Omnibus AIDS Act
- Florida Statutory Provision regarding discrimination based on mandatory Sickle-Cell Trait Testing
- Florida Wage Payment Laws, Section 448.01, Section 448.08, Florida Statutes
- Florida General Labor Regulations, Chapter 448, Florida Statutes
- Florida Educational Equity Act
- Any other federal, state or local civil or human rights law or local, state, federal law, regulation, or ordinance
- Any public policy, contract, tort, or common law
- Any claim for costs, attorneys' fees, or other expenses in this matter.

April 13, 2017

Traci Moses, Superintendent
Franklin County School District

Re: Jason Luquis

Dear Superintendent Moses:

Over the last 3 years, I have worked for the Franklin County School Board as a teacher and coach. I would like to thank you and the members of the School Board for the wonderful opportunities and experiences I have been fortunate enough to enjoy during that time.

Due to ongoing family concerns, I must return to the Orlando area. Therefore, I resign my position with the Franklin County School Board effective April 30, 2017.

Best regards,



Jason Luquis

SCHOOL DISTRICT OF FRANKLIN COUNTY
JOB DESCRIPTION

DIRECTOR OF SPECIAL PROGRAMS

QUALIFICATIONS:

- (1) Master's Degree from an accredited educational institution.
- (2) Certification in Educational Leadership, Administration and Supervision or School Principal.
- (3) Five (5) years teaching / administrative experience.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of local, state and national policies which impact education. Ability to supervise implementation of sound planning and implementation processes. Ability to communicate effectively to a variety of audiences in both written and oral forms. Knowledge of effective schools concepts and principles. Knowledge of state-of-the-art research and best practices in areas of responsibility. Ability to balance several job functions at one time and work under a heavy workload. Ability to work cooperatively with other departments and agencies. Good interpersonal skills. Ability to analyze statistical data.

REPORTS TO: SUPERINTENDENT

JOB GOAL

To assist the Superintendent in providing leadership, direction and support to develop, implement and maintain the best possible educational programs and services.

SUPERVISES: Certification Specialist and Secretary for District Instructional Services, Staffing Specialist, Lead Pre-K Paraprofessional, Assigned Contract Service Providers, and School Health Aides

PERFORMANCE RESPONSIBILITIES:

Service Delivery

- 1) Attend all regular school board meetings.
- 2) Serve as director of the District's Exceptional Student Education and Student Services programs, Coordinator of the ELL/ESOL, Early Intervention, Section 504, Dropout Prevention, Adult, Virtual, Home School and Homeless programs
- 3) **Coordinate the District's Vocational Education including placement and follow-up**
- 4) Coordinate the Dropout Prevention Program and Alternative Education.
- 5) Prepare, implement and monitor all IDEA, Part B Projects and Perkins Grant

SCHOOL DISTRICT OF FRANKLIN COUNTY
JOB DESCRIPTION

DIRECTOR OF SPECIAL PROGRAMS

- 6) Coordinate with school principals and District staff mandated school improvement initiatives and reporting requirements.
- 7) Coordinate and monitor the FDLRS Child Find Activities, Pre-Kindergarten Early Intervention Program, Comprehensive Reading Plan, Response to Intervention Plan, Guidance, School Health, MTSS, Mentoring, School Volunteers and Medicaid reimbursement activities
- 8) Coordinate with school principals and District staff the revision of the Code of Conduct and Student Progression Plan.
- 9) Coordinate accountability for school grades, adequate yearly progress (AYP) and No Child Left Behind Public Accountability Reporting.
- 10) Provide mediation to resolve disagreements between parents and schools involving students with disabilities, Section 504 students, and English Language Learners/ESOL students.

Inter / Intra-agency Communication and Delivery

- 11) Assist with the development and coordination of agreements with local and state agencies to facilitate services and resources for children and their families.
- 12) Work with other staff members on the function of property control.
- 13) Serve on the School Readiness Coalition and such other boards and coalitions as designated by the Superintendent.
- 14) Meet regularly with school administrators and guidance counselors.
- 15) Assist in maintaining appropriate coordination among the basic program and various special programs.
- 16) Maintain good public relations with parents and community groups for dissemination of information and feedback.

Professional Growth and Improvement

- 17) Keep abreast of statutory and regulatory requirements and proposed changes in areas of responsibility and provide pertinent information and advice to the Superintendent as to their effect on the system.
- 18) Keep well informed about current trends in education, basic and exceptional.
- 19) Promote and support professional development of self and others.
- 20) Attend meetings and conferences which promote professional growth and will benefit the District.

SCHOOL DISTRICT OF FRANKLIN COUNTY
JOB DESCRIPTION

DIRECTOR OF SPECIAL PROGRAMS

Systemic Functions

- 21) Facilitate the development, implementation and monitoring of special project applications to enhance the delivery of services to students, including assisting finance office with Medicaid services.
- 22) Coordinate the implementation of equity and Civil Rights rules and regulations, including the submission of required reports
- 23) Assist with preparation of School Board agenda items in assigned areas of responsibility.
- 24) Prepare or oversee the preparation of all required reports and maintain all required records.
- 25) Assist in the interpretation of policies, programs and goals to staff and the public.
- 26) Provide input for the development of the District budget.
- 27) Provide assistance with the development and revision of School Board policies.
- 28) Report on the status of programs and active dropouts in areas of responsibility at the request of the Superintendent.
- 29) Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate personnel action.
- 30) Assist in the development of administrative guidelines for schools.
- 31) Perform other incidental tasks consistent with the goals and objectives of this position.
- 32) Development of district calendar(s).

Leadership and Strategic Orientation

- 33) Serve on the Superintendent's Executive Leadership Team.
- 34) Participate in the planning, development and evaluation of the District's instructional program.
- 35) Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
- 36) Anticipate potential problems and take appropriate actions to prevent or address them.
- 37) Assist schools in resolving problems and satisfactorily addressing complaints.
- 38) Perform other duties as assigned by Supervisor and/or Superintendent.

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT: (12 Month Personnel, 260 Days)

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length

SCHOOL DISTRICT OF FRANKLIN COUNTY
JOB DESCRIPTION

DIRECTOR OF SPECIAL PROGRAMS

of the work year and hours of employment shall be those established by the District.

Paid Holidays for 12 Month Personnel

Independence Day (1) Labor Day (1)

Thanksgiving (2)

Christmas (2) New Year (2) MLK (1)

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.

I have read and discussed with my administrator the above job description. I am aware of the professional development opportunities available to meet these expectations

Supervisor's Signature

Employee's Signature

Date

Date

SCHOOL DISTRICT OF FRANKLIN COUNTY
JOB DESCRIPTION

COORDINATOR OF CURRICULUM AND INSTRUCTION

- (I) Master's Degree in field of Education from an accredited education institution.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to plan and manage a variety of functions. Skill in written and oral communication. Computer proficiency and knowledge of accounting and software used in financial management. Knowledge of the teaching / learning process in the school setting. Knowledge of educational research and best practices in areas of responsibility. Ability to analyze statistical data for trends and performance in various programs and to develop strategies for improvement. Ability to understand and interpret Florida Statutes related to curriculum requirements and school operations.

REPORTS TO: DIRECTOR OF SPECIAL PROGRAMS

JOB GOAL

To provide instructional/curriculum support and an excellent career planning program for students in participating schools and provide leadership in implementing career education and all other instructional programs to meet all federal, state and District standards.

SUPERVISES: N/A

PERFORMANCE RESPONSIBILITIES:

Service Delivery

- 1) Attend all regular school board meetings.
- 2) Direct overall activities of coordinating District curriculum and instruction including selection, inventory and evaluation of instructional materials and curriculum development and use of appropriate resources.
- 3) Coordinate with school principals and District staff for the planning, submission and monitoring of federal Title grants.
- 4) Coordinate the DAC meetings
- 5) Provide District leadership for staff development.
- 6) Serve as the District contact for the electronic Professional Development Center (ePDC).
- 7) Serve on the Professional Development Center Advisory Council.

Inter/Intra-agency Communication and Delivery.

- 8) Interpret and promote program goals and activities to the public
- 9) Assist in maintaining a positive public relations program.

SCHOOL DISTRICT OF FRANKLIN COUNTY
JOB DESCRIPTION

COORDINATOR OF CURRICULUM AND INSTRUCTION

- 10) Confer with principals to address needs of the school.
- 11) Maintain a constructive flow of information with program staff.
- 12) Develop the submission of grant applications as applicable

Professional Growth and Improvement.

- 13) Attend state and federal meetings and keep abreast of legal requirements and proposed changes providing advice to supervisor as to their effects on the school system.

Systemic Functions.

- 14) Prepare or assist in the preparation and monitoring of required District, state and federal
- 15) Prepare all required reports and maintain appropriate records.
- 16) Perform other incidental tasks consistent with the goals and objectives of this position.
- 17) Coordinate the implementation of equity and Civil Rights rules and regulations, including the submission of required reports.

Leadership and Strategic Orientation.

- 18) Submit recommendations to the superintendent relating to program policies and regulations.
- 19) Model high standards of professional conduct.
- 20) Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
- 21) Anticipate potential problems and design processes and procedures to address them.
- 22) Develop annual needs assessment for federal programs and others as may be deemed needed.
- 23) Perform other duties as assigned by Supervisor and/or Superintendent.

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT: (12 Month Personnel, 260 Days)

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

Paid Holidays for 12 Month Personnel

SCHOOL DISTRICT OF FRANKLIN COUNTY
JOB DESCRIPTION

COORDINATOR OF CURRICULUM AND INSTRUCTION

Independence Day (1) Labor Day (1)
Thanksgiving (2)
Christmas (2) New Year (2) MLK (1)

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.

I have read and discussed with my administrator the above job description. I am aware of the professional development opportunities available to meet these expectations.

Supervisor's Signature

Employee's Signature

Date

Date

SCHOOL DISTRICT OF FRANKLIN COUNTY
JOB DESCRIPTION

DIRECTOR OF ADULT WORKFORCE DEVELOPMENT

QUALIFICATIONS:

(I) Master's Degree in field of Education from an accredited education institution.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to plan and manage a variety of functions. Skill in written and oral communication. Computer proficiency and knowledge of accounting and software used in financial management. Knowledge of the teaching / learning process in the school setting. Knowledge of educational research and best practices in areas of responsibility. Ability to analyze statistical data for trends and performance in various programs and to develop strategies for improvement. Ability to understand and interpret Florida Statutes related to curriculum requirements and school operations.

REPORTS TO: SUPERINTENDENT

JOB GOAL

To provide instructional/curriculum support and an excellent career planning program for students in participating schools and provide leadership in implementing career education and all other instructional programs to meet all federal, state and District standards.

SUPERVISES: Adult School personnel, Support Personnel, and Assigned Contract Vendors

PERFORMANCE RESPONSIBILITIES:

Service Delivery

1. Attend all regular school board meetings
2. Direct overall activities of coordinating curriculum and instruction including selection, inventory and evaluation of instructional materials and curriculum development and use of appropriate resources in the adult school programs
3. Plan and submit the adult school application
4. Plan and submit for competitive grants related to area of responsibility
5. Coordinate with the regional workforce board for program development and career planning and preparation of adult students
6. Ensure all adult school data is entered in FOCUS for state reporting
7. Develop and implement, in partnership with the workforce board and other community partners, for job skill training programs through the adult education program

8. Coordinate the placement and follow-up of adult graduates
9. Coordinate the regular administration of the GED
10. Provide for staff development for adult program instructional and support staff

Inter/Intra-agency Communication and Delivery

11. Interpret and promote program goals and activities to the public
12. Assist in maintaining a positive public relations program
13. Maintain a constructive flow of information with program staff
14. Develop the submission of grant applications as applicable

Professional Growth and Improvement

15. Attend state and federal meetings and keep abreast of legal requirements and proposed changes providing advice to supervisor as to their effects on the school system

Systemic Functions

16. Prepare or assist in the preparation and monitoring of required District, state and federal reports related to Adult Education
17. Prepare all required reports and maintain appropriate records
18. Perform other incidental tasks consistent with the goals and objective of this position

Leadership and Strategic Orientation

19. Submit recommendations to the superintendent relating to program policies and regulations
20. Model high standards of professional conduct
21. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment
22. Anticipate potential problems and design processes and procedures to address them
23. Develop annual needs assessments for the Adult Education Program
24. Perform other duties as assigned by Supervisor and/or Superintendent

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT: (12 Month Personnel, 260 Days)

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

<p>Paid Holidays for 12 Month Personnel Independence Day (1) Labor Day (1) Thanksgiving (2) Christmas (2) New Year (2) MLK (1)</p>

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.

I have read and discussed with my administrator the above job description. I am aware of the professional development opportunities available to meet these expectations.

Supervisor's Signature

Employee's Signature

Date

Date

SCHOOL DISTRICT OF FRANKLIN COUNTY

JOB DESCRIPTION

FACILITIES, MAINTENANCE AND TRANSPORTATION / SECRETARY

QUALIFICATIONS:

- (1) High School Diploma or equivalent with clerical/bookkeeping training.
- (2) Computer proficiency.
- (3) Must meet driving requirements including possession of a valid Class B/CDL Florida Driver's License with P and S endorsements and clear DMV report as determined by the FCSB Manager of Facilities, Maintenance and Transportation.
- (4) Prior experience preferred.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to meet with the public. Proficiency in the use of computers and specific software. Knowledge of basic office equipment. General working knowledge of School District. Ability to perform a multitude of clerical tasks and complete repetitive duties without close supervision. Ability to work alone or as part of a team. Good oral and written communication skills. Basic mathematical skills. Good organizational skills.

REPORTS TO: COORDINATOR OF FACILITIES, MAINTENANCE AND TRANSPORTATION

JOB GOAL

To perform the duties and functions of the position so that the effectiveness and efficiency of the office is maintained.

SUPERVISES: NA

PERFORMANCE RESPONSIBILITIES:

Service Delivery

- 1) Maintain data files in the computer.
- 2) Operate office machines.
- 3) Type letters, forms and reports.
- 4) Duplicate, assemble and distribute documents.
- 5) Maintain files, records, reports, answer telephone and distribute mail.
- 6) Act as receptionist when needed, greeting the public in a courteous and helpful manner.
- 7) Assist with inventory and property control.

SCHOOL DISTRICT OF FRANKLIN COUNTY
JOB DESCRIPTION

FACILITIES, MAINTENANCE AND TRANSPORTATION / SECRETARY

- 8) Perform facilities, maintenance and transportation clerical and bookkeeping tasks.
- 9) Enter all transportation FTE.
- 10) Prepare for audits as necessary.
- 11) Assist in dispatch of drivers and communication of student transportation directives.

Inter / Intra-agency Communication and Delivery

- 12) Answer the telephone in a courteous and professional manner.
- 13) Distribute all incoming and outgoing mail.
- 14) Receive and route incoming telephone and radio communication.
- 15) Post notices of importance / interest to department personnel and the public.
- 16) Communicate effectively with the public, students, co-workers and administration.
- 17) Respond to inquiries and concerns in a timely manner.
- 18) Keep supervisor informed of potential problems or unusual events.

Employee Qualities / Responsibilities

- 19) Demonstrate initiative in the performance of assigned responsibilities.
- 20) Model and maintain high ethical standards.
- 21) Follow attendance, punctuality and proper dress rules.
- 22) Maintain confidentiality regarding school system matters.
- 23) Maintain positive relationships with parents and staff.
- 24) Participate in workshops and training sessions as required.

System Support

- 25) Perform data entry tied to student funding.
- 26) Provide clerical service for others as directed by the supervisor.
- 27) Prepare all required reports and maintain all appropriate records.
- 28) Follow all School Board policies and school policies and procedures.
- 29) Exhibit the interpersonal skills necessary as an effective team member.
- 30) Demonstrate support for the School District and its goals and priorities.
- 31) Perform other duties as assigned by Supervisor and/or Superintendent.

SCHOOL DISTRICT OF FRANKLIN COUNTY

JOB DESCRIPTION

FACILITIES, MAINTENANCE AND TRANSPORTATION / SECRETARY

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT: (12 Month Personnel, 260 Days)

Salary and benefits shall be paid consistent with the District's approved compensation plan.

Length of the work year and hours of employment shall be those established by the District.

Paid Holidays for 12 Month Personnel

Independence Day (1)

Labor Day (1)

Thanksgiving (3)

Christmas (2)

New Year (2)

MLK (1)

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.

Employee's Name

Employee's Signature

Date

6/26/2017 3:38 PM

FRANKLIN COUNTY SCHOOL BOARD

POSITION CONTROL DOCUMENT

FISCAL YEAR 2017-18

Prepared by the Human Resource office and submitted
to Superintendent Traci Moses

Effective July 1, 2017

FRANKLIN COUNTY SCHOOL BOARD				
School Staffing Document School Year 2017/18				
Class Size Reduction Ratio per FS				
FRANKLIN CO. SCHOOLS K-12 (0091)	Units	Principal's Approval:		Contract Type
Position	Allocated		Names	
Principal	1.00	1.00	RUDD, J	Initial Principal
		1.00		
Assistant Principal	1.00	1.00	WHEETLEY, R	Initial Principal
Assistant Principal	1.00	1.00	DE CARDENAS, E	Initial Principal
		2.00		
Dean of Students	1.00	1.00	TBD	
		1.00		
Media	1.00	1.00	CREAMER, P	Professional Teacher
		1.00		
Guidance	1.00	1.00	ROBINSON, R	Renewal Annual Teacher
Guidance	1.00	2.00	TBD	
		2.00		
Principal's Secretary	1.00	1.00	JOHNSON, J	12-Month Staff (union)
School Bookkeeper	1.00	2.00	TOWNS, J	12-Month Staff (union)
School Bookkeeper	1.00	3.00	SAWYER, C	12-Month Staff (union)
Data Entry Clerk	1.00	4.00	WEST, M	12-Month Staff (union)
Data Entry Clerk	1.00	5.00	TBD	12-Month Staff (union)
10 Month Secretary	1.00	6.00	CHIPMAN, L	10-Month Staff (union)
10 Month Secretary	1.00	7.00	BANKSTON, C	10-Month Staff (union)
		7.00		
Reading Coach	1.00	1.00	WALKER, H	Renewal Annual Teacher
		1.00		
ESE Liaison Staffing Specialist	1.00	1.00	CLARK, L	Professional Teacher
		1.00		
Classroom Teacher	66.00	1.00	BARBER, D	Professional Teacher
		2.00	BASS, S	Professional Teacher
		3.00	BOWEN, T	Renewal Annual Teacher
		4.00	BURNEY, M	First Annual Probationary Teacher
		5.00	BURT, G	Renewal Annual Teacher
		6.00	CADWALLADER, K	Professional Teacher
		7.00	COLLINS, D.S.	Renewal Annual Teacher
		8.00	COOPER, J	First Annual Probationary Teacher
		9.00	COPELAND, M	Renewal Annual Teacher
		10.00	COUNTRYMAN, L	Renewal Annual Teacher
		11.00	CADWALLADER, K	Renewal Annual Teacher
		12.00	DEMPSEY, P	Professional Teacher
		13.00	DEVAUGHN, S	Renewal Annual Teacher
		14.00	DUHART, J	Professional Teacher
		15.00	DUNFEE, D	Professional Teacher
		16.00	EDWARDS, J	Renewal Annual Teacher
		17.00	FLETCHER, D	Renewal Annual Teacher
		18.00	GAVIGAN, K	Professional Teacher
		19.00	HAM, K	Professional Teacher
		20.00	HANKS,	Renewal Annual Teacher
		21.00	HARDEN, A	Renewal Annual Teacher
		22.00	HATHCOCK, K	Renewal Annual Teacher
		23.00	HEIDELMEYER, P	First Annual Probationary Teacher
		24.00	HANKS, P	First Annual Probationary Teacher
		25.00	JENKINS, G	First Annual Probationary Teacher
		26.00	JONES, S HOWZE	Professional Teacher
		27.00	JOYNER, E	Renewal Annual Teacher
		28.00	KEUCHEL, A	Professional Teacher
		29.00	KING, L	Professional Teacher
		30.00	KLINK, T	Renewal Annual Teacher
		31.00	LEE, A	First Annual Probationary Teacher
		32.00	LESTER, K	Professional Teacher
		33.00	LOMBORDINO, M	First Annual Probationary Teacher
		34.00	MALCOLM, K	Renewal Annual Teacher
		35.00	MATHEWS, L	Renewal Annual Teacher
		36.00	MAUGHAN, F	First Annual Probationary Teacher
		37.00	MCMULLEN, J	First Annual Probationary Teacher
		38.00	MCWHORTER, K	Renewal Annual Teacher
		39.00	MESSER, S	Professional Teacher
		40.00	MITCHELL, A.B.	Renewal Annual Teacher
		41.00	MURRAY, B	First Annual Probationary Teacher
		42.00	NICHOLS, C	Professional Teacher
		43.00	PENNYCUFF, N	Renewal Annual Teacher
		44.00	PENTZER, S	Renewal Annual Teacher
		45.00	ROBINSON, J	Renewal Annual Teacher
		46.00	RUDD, S	First Annual Probationary Teacher
		47.00	SMITH, L	Professional Teacher
		48.00	STANLEY, A	Professional Teacher
		49.00	STANTON, H	Renewal Annual Teacher
		50.00	STRICKLAND, L	First Annual Probationary Teacher
		51.00	SYVERSON, C	First Annual Probationary Teacher
		52.00	THOMPSON, C	Renewal Annual Teacher
		53.00	TILLMAN, V	First Annual Probationary Teacher
		54.00	TODD, M	Professional Teacher
		55.00	URIBE, R	First Annual Probationary Teacher
		56.00	VAUSE, B	Renewal Annual Teacher
		57.00	WILLIAMS, J	Renewal Annual Teacher
		58.00	WILLIAMS, M	Professional Teacher
		59.00	YATES, P	First Annual Probationary Teacher
		60.00	YOEMANS, M	First Annual Probationary Teacher
		61.00	TBD	First Annual Probationary Teacher
		62.00	TBD	First Annual Probationary Teacher
		63.00	TBD	First Annual Probationary Teacher
		64.00	TBD	First Annual Probationary Teacher
		65.00	TBD	First Annual Probationary Teacher
		66.00	TBD	First Annual Probationary Teacher
Total # Positions Reported This Site	82.00	66.00		

FRANKLIN COUNTY SCHOOL BOARD
School Staffing Document School Year 2017/18

FRANKLIN CO. SCHOOLS K-12 (0091)	Units			
Position	Allocated	Names		Contract Type
Paraprofessional	19.00	1.00	BENJAMIN, R	10-Month Staff (union)
		2.00	BRANNAN, W	10-Month Staff (union)
		3.00	BUZIER, J	10-Month Staff (union)
		4.00	BANKSTON, P	10-Month Staff (union)
		5.00	HOUSHOLDER, M	10-Month Staff (union)
		6.00	KULICK, P VPK	10-Month Staff (union)
		7.00	MCQUAGGE, LINDA	10-Month Staff (union)
		8.00	MURRAY, L VPK	10-Month Staff (union)
		9.00	PRINCE, D	10-Month Staff (union)
		10.00	PUTNAL, D VPK	10-Month Staff (union)
		11.00	RITZ, J	10-Month Staff (union)
		12.00	SEGREE, T	10-Month Staff (union)
		13.00	SEWELL, B	10-Month Staff (union)
		14.00	SHIVER, A	10-Month Staff (union)
		15.00	STULTZ, S HOMELESS-GRANT	10-Month Staff (union)
		16.00	THOMAS, M	10-Month Staff (union)
		17.00	WOOD, VJ	10-Month Staff (union)
		18.00	CHAPMAN ISS	10-Month Staff (union)
		19.00	TBD	10-Month Staff (union)
		19.00		
Lead Pre-Kindergarten Teacher	1.00	1.00	SASNETT, T	10-Month Staff (union)
		1.00		
Custodial Staff	10.00	1.00	FARMER, D	12-Month Staff (union)
		2.00	JETTON, A	12-Month Staff (union)
		3.00	JONES, J	12-Month Staff (union)
		4.00	LANGLEY, B	12-Month Staff (union)
		5.00	MCINTYRE, C	12-Month Staff (union)
		6.00	RAY, M	12-Month Staff (union)
		7.00	ROCHELLE, V	12-Month Staff (union)
		8.00	SANDERS, L	12-Month Staff (union)
		9.00	RAY, S	12-Month Staff (union)
		10.00	THOMPSON, J	12-Month Staff (union)
		10.00		
Total # Positions Reported This Site		30.00		

FRANKLIN COUNTY SCHOOL BOARD
School Staffing Document School Year 2017/18
Class Size Reduction Ratio per FS

FRANKLIN CO. ALTERNATIVE SCHOOL (0101)		Units	Principal's Approval:		Contract Type
Position		Allocated	Names		
Classroom Teacher				MASSEY, F	First Annual Probationary Teacher
Classroom Teacher		2.00		WOOD, C	Professional Teacher
			2.00		
Total # Positions Reported This Site		2.00			

FRANKLIN COUNTY SCHOOL BOARD
School Staffing Document School Year 2017/18

FRANKLIN COUNTY SCHOOL FOOD SERVICES (9003)		Units		
Position	Allocated		Names	Contract Type
DIRECTOR OF FOOD SERVICES	1.00	1.00	HILTON, T	Renewal District Administrator
		1.00		
FOOD SERVICE ASSISTANT/BOOKKEEPER	1.00	1.00	SHIVER, R	12-Month Staff (non-union)
		1.00		
FOOD SERVICE MANAGER	2.00	1.00	DALTON, A	Initial Supervisor
FOOD SERVICE MANAGER		2.00	ARD, S	Initial Supervisor
		2.00		
FOOD SERVICE ASSISTANT MANAGER	2.00	1.00	NICHOLS, T	10-Month Staff (union)
		2.00	TOWNSEND, E	10-Month Staff (union)
		2.00		
FOOD SERVICE STAFF	15.00	1.00	ABERCROMBIE, D	10-Month Staff (union)
		2.00	BANKS, A	10-Month Staff (union)
		3.00	BLACKMAN, T	10-Month Staff (union)
		4.00	CASTILLO, M	10-Month Staff (union)
		5.00	FREEMAN, S	10-Month Staff (union)
		6.00	GORDON, B	10-Month Staff (union)
		7.00	JOSEPH, W	10-Month Staff (union)
		8.00	MCCLURE, D	10-Month Staff (union)
		9.00	POLOUS, K	10-Month Staff (union)
		10.00	ROSE, C	10-Month Staff (union)
		11.00	SANDERS, S	10-Month Staff (union)
		12.00	SHIVER, B	10-Month Staff (union)
		13.00	SPANN, J	10-Month Staff (union)
		14.00	THOMAS, M.L.	10-Month Staff (union)
		15.00	TBD	10-Month Staff (union)
		15.00		
Total # Positions Reported This Site		21.00		

FRANKLIN COUNTY SCHOOL BOARD
School Staffing Document School Year 2017/18

FRANKLIN COUNTY SCHOOL DISTRICT (9001)	Units	Names		Contract Type
Position	Allocated			
Superintendent	1	1.00	MOSES, T	
		1.00		
Director of Adult Workforce Development	1	1.00	O'GRADY, N	Renewal District Administrator
		1.00		
Director of Human Resources	1	1.00	PEDDIE, K	Renewal District Administrator
		1.00		
Director of Financial Services	1	1.00	VENABLE, S	Renewal District Administrator
		1.00		
Director of Special Programs	1	1.00	SUMMERS, S	Renewal District Administrator
		1.00		
Administrative Assistant to Superintendent	1	1.00	GAY, J	12-Month Staff (non-union)
Certification Specialist & Secretary for District Instructional Svcs	1	2.00	MORON, M	12-Month Staff (non-union)
Accountant	1	3.00	MILLENDER, C	12-Month Staff (non-union)
Payroll/Insurance Specialist	1	4.00	CURRY, D	12-Month Staff (non-union)
Personnel Records Specialist	1	5.00	CHIPMAN, A	12-Month Staff (non-union)
Accounts Payable/Property Specialist	1	6.00	RILEY, D	12-Month Staff (non-union)
Coordinator of Curriculum and Instruction	1	7.00	TBD	
Coordinator of Assessment and Instructional Technology	1	8.00	HARRINGTON, R	Renewal Supervisor
Project Coordinator (21st Century Grant)	1	9.00	INZETTA, M.	Renewal Supervisor
		9.00		
Total # Positions Reported This Site		14		

FRANKLIN COUNTY SCHOOL BOARD
School Staffing Document School Year 2017/18

FRANKLIN COUNTY SCHOOL DISTRICT (9001) Position	Units Allocated	Names	
Board Members	5	1.00	KIRVIN, S
		2.00	MARSHALL, P
		3.00	MARTIN, T
		4.00	THOMPSON, G
		5.00	WHALEY, C
		5.00	

FRANKLIN COUNTY SCHOOL BOARD
School Staffing Document School Year 2017/18

MAINTENANCE (9007)	Units			
Position	Allocated		Names	Contract Type
Coordinator of Facilities, Maintenance and Transportation	1	1	STRANGE, B	Renewal Supervisor
		1		
12 Month Secretary (5.5 hour day)	1	1	TBD	12-Month Staff (union)
		1		
MAINTENANCE STAFF	3	1	PADGETT, D	12-Month Staff (union)
		1	VENABLE, L	12-Month Staff (union)
		1	WILLIAMS, E	12-Month Staff (union)
		3		
Total # Positions Reported This Site <u>5</u>				

TRANSPORTATION (9004)	Units			
Position	Allocated		Names	Contract Type
MECHANIC	1	1	TBD	12-Month Staff (union)
		1		
Paraprofessional/Bus Monitor - Gretchen Route	1		COLLINS, Y	10-Month Staff (union)
		1		
BUS DRIVERS	15	1	BYRD, H	10-Month Staff (union)
		2	CLONINGER, C	10-Month Staff (union)
		3	COLLINS, M	10-Month Staff (union)
		4	DAVIS, F	10-Month Staff (union)
		5	FRYE, C	10-Month Staff (union)
		6	GOLDEN, P	10-Month Staff (union)
		7	WILSON, J	10-Month Staff (union)
		8	HOLLENBECK, P	10-Month Staff (union)
		9	JONES, B	10-Month Staff (union)
		10	OAKS, R	10-Month Staff (union)
		11	TAYLOR, L	10-Month Staff (union)
		12	THARPE, J	10-Month Staff (union)
		13	WHITE, A	10-Month Staff (union)
		14	TBD	10-Month Staff (union)
		15	TBD	10-Month Staff (union)
		15.00		
Total # Positions Reported This Site <u>17.00</u>				

FRANKLIN COUNTY SCHOOL BOARD

School Staffing Document School Year 2017/18

COST CENTER	SITE	# OF EMPLOYEES
0101	FCS - ALTERNATIVE SCHOOL	2.00
0091	FCS-INSTRUCTIONAL	75.00
0091	FCS-NON-INSTRUCTIONAL	37.00
9001	DISTRICT AND SUPERINTENDENT	14.00
9001	SCHOOL BOARD MEMBERS	5.00
9003	FOOD SERVICE	21.00
9004	TRANSPORTATION	17.00
9007	MAINTENANCE	5.00
TOTAL INSTRUCTIONAL		77.00
TOTAL NON-INSTRUCTIONAL		99.00
2017-18	TOTAL EMPLOYEES	176.00
2016-17	TOTAL EMPLOYEES	176.00
2015-16	TOTAL EMPLOYEES	152.50
2014-15	TOTAL EMPLOYEES	146.50
2013-14	TOTAL EMPLOYEES	154.50
2012-13	TOTAL EMPLOYEES	165.50
2011-12	TOTAL EMPLOYEES	167.00
2010-11	TOTAL EMPLOYEES	172.00



Jessica Gay <jgay@franklin.k12.fl.us>

Fwd: Resignation

1 message

Karen Peddie <kpeddie@franklin.k12.fl.us>

Mon, Jun 26, 2017 at 6:17 PM

To: Jessica Gay <jgay@franklin.k12.fl.us>

----- Forwarded message -----

From: **Gretchen Millender** <gretchen.millender@franklin.k12.fl.us>

Date: Mon, Jun 26, 2017 at 5:12 PM

Subject: Resignation

To: Terry Hilton <thilton@franklin.k12.fl.us>, Karen Peddie <kpeddie@franklin.k12.fl.us>

To Whom it May Concern.

I will not return for the 2017-18 year in the kitchen at FCS.

Thank you,

Thomas Millendet

On Jun 24, 2017 12:09 PM, "Karen Peddie" <kpeddie@franklin.k12.fl.us> wrote:

Ms. Hilton would greatly appreciate Thomas submitting his resignation so that she can advertise for the anticipated vacancy she will have from his move.

Please have him email this immediately.

Karen

--

Karen S. Peddie
Director of Human Resources
Franklin County School District
Phone: 850-670-2810 ext 4101

The Franklin County School District is an Equal Education Opportunity Provider and Employer. Under Florida's Public Records law, absent a specific exclusion, written communications to and from Franklin School District employees and students are considered public records. **E-mail communication with this correspondent may be subject to public and media disclosure upon request.**

The Franklin County School District is an Equal Education Opportunity Provider and Employer. Under Florida's Public Records law, absent a specific exclusion, written communications to and from Franklin School District employees and students are considered public records. **E-mail communication with this correspondent may be subject to public and media disclosure upon request.**

--

Karen S. Peddie
Director of Human Resources
Franklin County School District
Phone: 850-670-2810 ext 4101

The Franklin County School District is an Equal Education Opportunity Provider and Employer. Under Florida's Public Records law, absent a specific exclusion, written communications to and from Franklin School District employees and students are considered public records. **E-mail**

communication with this correspondent may be subject to public and media disclosure upon request.



Karen Peddie <kpeddie@franklin.k12.fl.us>

B. Murray's Resignation

Breonne Murray <breonne.murray@gmail.com>

Mon, Jun 26, 2017 at 3:27 PM

To: Jill Rudd <jrudd@franklin.k12.fl.us>, Karen Peddie <kpeddie@franklin.k12.fl.us>

Dear Mrs. Rudd,

This email is to notify you that I am resigning my position at Franklin County School effective Friday, July 21st.

Thank you,
Breonne Murray

Sent from my iPhone

SERVICES AGREEMENT

This Services Agreement ("Agreement") is entered into on June 6, 2017, by and between Gulf County School District ("Contractor") and, Franklin County School District ("District") 85 School Road, Eastpoint, FL 32328 (Collectively "Parties"). For valuable consideration to be paid by the District to provide services (OT, PT and vision) for a McKay student per the IEP; and in exchange of the mutual promises and covenants contained in this Agreement, the Parties agree as Follows:

1. **Term:** The terms of this contract will begin July 1, 2017 and end June 30, 2018.
2. **Billing.** On a bi-weekly basis, the Contractor will submit to the District's Director of Special Programs office documentation of payment by the Contractor for the services, signed by the appropriate supervisor for the total amount paid by the Contractor.
3. **Termination.** This Agreement may be terminated by Franklin County School District or the Contractor, with or without cause, upon written notice to the other. Upon termination by either party, Franklin County School District will pay for all services rendered by the contractor to the date of termination.
4. **Confidentiality.** The parties agree that all personally identifiable student information is confidential and shall not be disclosed except to the student or parent or guardian of the student and such school personnel as may be required in order for Contractor to render services.
5. **Notices.** All notices and correspondence required hereunder shall be given in writing via U.S. Mail, email, or recognized national express courier, addressed to the applicable party.
6. **Amendment.** This Agreement may not be amended, except in writing executed by both parties.

IN WITNESS WHEREOF, the Agreement has been executed as to the date and year first set forth above.

Contractor

Franklin County School District,

Printed Name

Stacey Kirvin

Printed Name

By:

By: Board Chair

Date: _____

Date: _____



Franklin County District Schools

85 School Rd., Suite 1
Eastpoint, FL 32328

Superintendent Traci Moses
tmoses@franklin.k12.fl.us
(850)670-2810 ex. 4111

June 14, 2017

To: Franklin County School Board
From: Sue Summers, Special Program Director
RE: 2017-18 Calendar Adjustments


I am requesting the following changes to 2017-18 FCS District Calendar:

Friday, November 3, 2017-Seafood Festival-No School

Wednesday, May 23, 2018-Last Day for Students (Early Release) instead of May 22, 2018

Wednesday, May 30, 2018-Add as teacher post planning day.

Respectfully Submitted,


Sue Summers

DISTRICT 1
GEORGE THOMPSON

DISTRICT 2
PAM MARSHALL

DISTRICT 3
TERESA ANN MARTIN

DISTRICT 4
STACY KIRVIN

DISTRICT 5
CARL WHALEY

The Franklin County School District does not discriminate on the basis of race, color, national origin, gender, age, disability, pregnancy or marital status in its educational programs, services or activities, or in its hiring or employment practices. The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boy Scouts of America Equal Access Act. Questions, complaints or request for additional information regarding discrimination or harassment may be sent to: Karen Peddie, Director of Human Resources, 85 School Road, Eastpoint, Florida 32328 850-670-2810 X 4101, kpieddie@franklin.k12.fl.us

4 Independence Day

JULY 2017						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JANUARY 2018						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 1-2 New Year Holiday
- 3 Teacher PD/Work Day
- 4 Student Return
- 15 MLK Day No School

- 1 & 2 Pre-Planning Work Days
- 3 & 4 Professional Development
- 7 School Begins

AUGUST 2017						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY 2018						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

- 1 Early Release Day PD
- 19 President's Day

- 4 Labor Day No School
- 29 Early Release Day PD

SEPTEMBER 2017						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MARCH 2018						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 9 End of the 3rd p weeks
- 9 Early Release Day Teacher
- 9 Teacher Work Day
- 19-23 Spring Break No School
- 30 Good Friday No School

- 11 End of the 1st 9 weeks
- 12 Early Release Day
- 12 Teacher Work Day

OCTOBER 2017						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2018						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- 2 Easter Break No School
- 19 Early Release Day PD

- 3 Seafood Festival- No School
- 21 Early Release Day
- 22-24 Thanksgiving Break- No School

NOVEMBER 2017						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2018						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 18 GRADUATION
- 23 Last Day for Student Early Release
- 23-30 Post Planning
- 28 Memorial Day No School
- 31 Pre-planning Summer School

- 15 End of the 1st Semester
- 18-31 Christmas Break No School

DECEMBER 2017						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE 2018						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- 1 Summer School Begins
- 4 Holiday No School
- 5 July Summer School Ends
- 9 July Post Plan Teacher work Day

Franklin County | 2017-2018 CALENDAR

Attachment A:

Please complete the items below which will be specific to the service of your district.

School Year Dates: August 7, 2017

First Semester Begins: August 7, 2017 Ends: December 15, 2017

Second Semester Begins: January 4, 2018 Ends: May 22, 2018

What Grade Levels will be served, check all that apply:

<input type="checkbox"/> K	<input checked="" type="checkbox"/> 6 th
<input type="checkbox"/> 1 st	<input checked="" type="checkbox"/> 7 th
<input type="checkbox"/> 2 nd	<input checked="" type="checkbox"/> 8 th
<input type="checkbox"/> 3 rd	<input checked="" type="checkbox"/> 9 th
<input type="checkbox"/> 4 th	<input checked="" type="checkbox"/> 10 th
<input type="checkbox"/> 5 th	<input checked="" type="checkbox"/> 11 th
	<input checked="" type="checkbox"/> 12 th

If available, would you like to participate in AP courses. ☒ Yes ☐ No

Would you like PAEC to have access to all of your virtual enrollments (both PAEC and FLVS). This will require allowing FLVS to assign login and password for PAEC to use. ☒ Yes ☐ No

PAEC uses instructors from throughout the state, including from your own district. Do you wish for students to have an instructor that is also employed at their home school? ☐ Yes ☒ No

Do you want your Home Education students to be served through the PAEC Franchise?

☐ Yes ☒ No

Do you want your summer school students served through the PAEC Franchise?

☐ Yes ☒ No ☐ We will decide on a case-by-case basis.

District Contacts:

Please provide an attached list of the names and contact email for the following.

District Virtual Education Coordinator: Sue Summers

District MIS Coordinator: Richie Herrington

District Home Education Coordinator: Nick O'Grady

Names of Counselors, including Name of School: TBD Franklin County K-12 School

Panhandle Area Educational Consortium

Contract Agreement

THIS CONTRACT is entered into by and between the Franklin County School Board, 84 School Road Eastpoint, FL 32328 hereinafter called "Contractee", and Panhandle Area Educational Consortium, through its District of Record, the Washington County School Board, 753 West Boulevard, Chipley, Florida 32428, hereinafter called "Contractor," through PAEC project entitled Virtual Franchise.

The contract will commence July 1, 2017 and will continue until June 30, 2018. Bonnie Wertenberger will direct the activities of the contract.

The Contractee agrees to compensate Contractor the following rates:

Fee Structure for grades 6-12 enrollments:

The \$275 fee per student enrollment will be assessed each semester for students who successfully complete a course. A \$75 fee will be charged if a student is withdrawn after the 28-day grace period.

A \$150 fee per student semester course will be assessed for each enrollment in which the district makes use of curriculum only and a PAEC instructor is not compensated for the instruction of the course. A \$75 fee will be charged if a student is withdrawn after the 28-day grace period.

Fee Structure for grades K - 5 enrollments:

A \$350 fee per student will be assessed for students who successfully complete a semester course. An assessment of \$225 will be charged if a student is withdrawn after the 28-day grace period.

A \$225 fee per student semester course will be assessed for each enrollment in which the district makes use of curriculum only and a PAEC instructor is not compensated for the instruction of the course.

The payment schedule will be up to four times a year. The Contractee assumes responsibility for the student completion or withdrawal fee upon verification of a course enrollment. No assessment will be charged for any student who is withdrawn prior to the 28-day grace period.

If applicable, verification of Level 2 screening, as stated in F.S. 1012.465, must be submitted to the PAEC Risk Management Department and approved before contract can be presented to the Washington County School Board for approval.

The services provided through this contract are stipulated as follows:

The Contractor, Panhandle Area Educational Consortium, through its District of Record, the Washington County School Board will:

1. Recruit, train, provide, and pay virtual instructors for PAEC FLVS district franchise, for student K-12.
2. Assign teachers to courses and students.
3. Supervise PAEC-contracted teachers.

4. Pay Florida Virtual School the contracted fees pursuant to student participation.
5. Upload required teacher background screen dates and demographics to a secure site for district retrieval.
6. Upload student enrollment reports once a month to a secure site for district retrieval.
7. Invoice the Contractee

The Contractee, ~~Okaloosa~~ ^{FRANKLIN} County School Board will:

1. Establish a district MIS Virtual Education contact.
2. Establish a district Instructional Virtual Education contact.
3. Establish a FLVS franchise with a 7004 designation.
4. Approve virtual student course requests, including VIP and Home Education.
5. Provide students access to franchise courses during the regular school day.
6. Monitor virtual student progress.
7. Notify Contractor when a student withdraws from their brick and mortar school.
8. Communicate to and schedule students for state-required assessments.
9. Report FTE and all other DOE survey information to the state.
10. Recommend the appropriate provider option for high school students based on their academic needs.
11. Make timely payment of PAEC invoices per the fees noted in this contract.
12. Complete Attachment A

This contract is subject to 2 CFR 200 Code of Federal Regulations

No award will be made to parties that have been suspended or debarred from participation in federal assistance programs. A review of the official site for debarred and suspended parties or otherwise ineligible parties will be made prior to approval of this contract. Evidence of parties of this contract being included in such listings will deem the Contractor ineligible making this contract null and void, by 2 CFR Appendix II to Part 200, Section (H), "Debarment and Suspension."

The Contractor, as defined by the Attorney General Opinion No. 062-120, will perform all services and furnish all labor at the Payee/Contractor's risk assuming full responsibility for completion of services stipulated. The Contractor is the party providing the services; the Contractee is the party receiving the services and providing the payment for the services.

This Agreement is subject to the Laws of the State of Florida, in particular, the below listed provisions found in Florida Statutes 287.058, 287.0582, 216.347 and 215.422:

287.058 -

- (1) a. A provision that bills for fees or other compensation for services or expenses be submitted in detail sufficient for a proper preaudit and postaudit thereof.
- c. A provision allowing unilateral cancellation by the agency for refusal by the Contractor to allow public access to all documents, papers, letters, or other material made or received by the Contractor in conjunction with the contract, unless the records are exempt from s. 24(a) of Art. I of the State Constitution and s. 119.07(1).
- (2) The agency head and the Contractor prior to the rendering of any contractual service shall sign the written agreement.

287.0582 -

The State of Florida's performance and obligation to pay under this contract is contingent upon an annual appropriation by the Legislature.

216.347 -

The terms of this agreement prohibit the expenditure of funds for the purpose of lobbying the Legislature or a state agency.

215.422 -

Agencies have 5 working days to inspect and approve goods and services, unless bid specifications or the P.O. specifies otherwise. With the exception of payments to health care providers for hospital, medical, or other health care services, if payment is not available within 40 days, measured from the latter of the date the invoice is received or the goods or services

are received, inspected and approved, a separate interest penalty set by the Comptroller pursuant to Section 55.03, F.S., will be due and payable in addition to the invoice amount. To obtain the applicable interest rate, please contact the Agency's Fiscal Section at the agency's main office. Payments to health care providers for hospitals, medical or other health care services, shall be made not more than 35 days from the date of eligibility for payment is determined, and the daily interest rate is .03333%. Invoices returned to a vendor due to preparation errors will result in a payment delay. Invoice payment requirements do not start until a properly completed invoice is provided to the agency. A Vendor Ombudsman, whose duties include acting as an advocate for vendors who may be experiencing problems in obtaining timely payment(s) from a State Agency, may be contacted at the agency's main office.

1012.465-

(1) Non-instructional school district employees or contractual personnel who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds must meet Level 2 screening requirements as described in s. 1012.32, F.S. Contractual personnel shall include any vendor, individual, or entity under contract with the school board.

This Contract is also subject to the Federal Code of Regulations CFR 200.326 provisions for procurement - Contract Administration described in CFR 200.326 Code of Federal Regulations not previously covered in the above references to Florida Statutes. These provisions are:

- a. All records supporting project activities and the expenditure of funds must be maintained for a minimum of three years after the final payments and all other pending matters are closed.
- b. Access will be allowed by the Contractee to any books, documents, papers, and records of the Contractor which are directly pertinent to that specific contract for the purpose of making audit, examination, excerpts, and transcriptions.
- c. The Contractor understands that Contractee will give the Contractor thirty (30) days to take corrective action should it be determined that there is a violation of the contract. If corrective action is not taken by the Contractor, funding will be withheld or revoked.
- d. For a contract in excess of \$10,000, the Contractor understands that modifications and/or revisions to the financial and/or program aspects of this contract may be required as a result of changes in funding. The Contractor understands and agrees that if either party desires to change, modify, or terminate this Agreement, the proposed changes shall be negotiated and shall be written documents executed by both parties.

If the Contractor has questions regarding the application of Chapter 119, Florida Statutes, to the Contractor's duty to provide public records relating to this contract, contact the school board's custodian of public records, Eric Mitchell, at (850) 689-7184, or eric.mitchell@mail.okaloosa.k12.fl.us, or Okaloosa County School District, 461 West School Avenue, Crestview, FL 32536.

IN WITNESS WHERE OF, the parties have executed this CONTRACT/MODIFICATION and signing, thereby validating this CONTRACT/MODIFICATION, the parties also certify that each possesses legal authority to contractually bind their respective organizations in their capacity as a signatory official.

Contractee

Stacey Kirvin, Chairman
Franklin County School Board

Date

Traci Moses, Superintendent
Franklin County School Board

Date

Social Security # or Federal ID#59-6000611

WCSB Date:

Contractor

Herbert J. Taylor, Superintendent
Washington County School Board

Date

John T. Selover, Executive Director
Panhandle Area Educational Consortium

Date

59-6000898
Social Security # or Federal ID #



Franklin County District Schools

85 School Rd., Suite 1

Eastpoint, FL 32328

Superintendent Traci Moses

tmoses@franklin.k12.fl.us

(850)670-2810 ex. 4111

Date: June 21, 2017
TO: Franklin County School Board
Superintendent Traci Moses
FROM: Sue Summers, Special Programs Director
RE: VPK Position-New

I am requesting the Board approve the above referenced position which was discussed at the June 19th workshop.

Respectfully Submitted,

Sue Summers

DISTRICT 1
GEORGE THOMPSON

DISTRICT 2
PAM MARSHALL

DISTRICT 3
TERESA ANN MARTIN

DISTRICT 4
STACY KIRVIN

DISTRICT 5
CARL WHALEY

The Franklin County School District does not discriminate on the basis of race, color, national origin, gender, age, disability, pregnancy or marital status in its educational programs, services or activities, or in its hiring or employment practices. The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boy Scouts of America Equal Access Act. Questions, complaints or request for additional information regarding discrimination or harassment may be sent to: Karen Peddie, Director of Human Resources, 85 School Road, Eastpoint, Florida 32328 850-670-2810 X 4101, kpieddie@franklin.k12.fl.us

AGREEMENT FOR COUNSELING SERVICES

This agreement is between Professional Counseling Services, 1581 Highway 98 West (P.O. Box 868), Carrabelle, FL 32322, party of the first part, and Franklin County School Board (FCSB), 85 School Rd., Suite I, Eastpoint, FL 32328, party of the second part.

Now therefore, in consideration of the mutual covenants and conditions hereinafter stated, the above described parties covenant and agree as follows:

A. The party of the first part, Professional Counseling Services, agrees:

1. To provide individual counseling to eligible students referred by the school and approved by the district office.
2. To participate in Individual Education Plan meetings for students with disabilities as requested by the district.
3. To bill directly for referred students who have Magellan (Medicaid) or private health insurance and to take responsibility for the authorization process.
4. To provide an itemized monthly billing of all services rendered for which the district is responsible including student name, type of service, date of service, and increments of time. In the event of Co-Pay after insurance has been billed, a copy of the Explanation & Benefits page and request reimbursement (not to exceed \$25.00 per session) will be submitted with the bill.
5. To provide appropriate Medicaid documentation for Franklin County School District administrative reimbursement claims.
6. To provide a copy of a valid license to practice mental health counseling services in the State of Florida and a valid Level 2 background screening to be updated and submitted a minimum of every 5 years.
7. To provide proof of liability insurance to be submitted and updated annually.
8. To provide an annual plan of care and progress report for each student receiving counseling services referred by FCSB.
9. To sign in and out at each school site and list names of students served for auditing purposes.

B. The party of the second part, FCSB, agrees:

1. To compensate the party of the first part for uninsured students or those whose coverage has lapsed at fifty dollars (\$55.00) per hour.
2. To compensate the party of the first part for the amount not to exceed \$25.00 in the event of documented Co-Pay after insurance has been billed.
3. To obtain written consent of the parents of any student to participate in any counseling, evaluation, or treatment services.

4. To provide a referral form for each student requested by the school and approved by the district office.
5. To provide training for appropriate Medicaid documentation for contracted mental health services to public schools.

C. General Provisions

It is understood and agreed by and between the above described parties to this agreement that:

1. This is a fee-for-service agreement. No amount will be due nor will there be any monetary obligations on the part of the second party except for services billed on a monthly basis. Payments will be due monthly and will be due and payable upon presentation of an invoice of services rendered. If said agreement is canceled by either party as herein provided, only costs accrued to the date of cancellation will be due and payable.
2. The term of this agreement will be from July 1, 2017, through June 30, 2018.
3. This agreement may only be changed or modified by an amendment executed in the same fashion as the original. This agreement may be canceled by either party after having given thirty (30) days written notice.

In witness whereof, the parties hereto, by the undersigned, authorized to bind said parties, set their hand and seal to this agreement this 29th day of June, 2017.

Traci Moses, Superintendent
Franklin County School District

Maria L. Horan, M.SW, L.C.SW.
Professional Counseling Services



18-045

Franklin County District Schools

85 School Rd., Suite 1

Eastpoint, FL 32328

Superintendent Traci Moses

tmoses@franklin.k12.fl.us

(850)670-2810 ex. 4111

Performance Contract for Exceptional Student Education

Consultative Services

THIS CONTRACT is made and entered into the ____ day of _____, 2017 by and between the Franklin County School Board, Eastpoint, Florida, Contractee, and the Washington County School Board representing the Panhandle Area Educational Consortium, herein referred to as the Contractor.

NOW THEREFORE, in consideration of the mutual covenants and conditions hereinafter stated, the above described parties covenant and agree as follows

A. The Contractor agrees to do the following:

1. Provide an annual subscription to and maintain, update and revise the RISE, Inc. ESE Process Manual and provide any needed information or training to staff as determined by the ESE Director, on the implementation of the Manual based on revisions made using staff input, revised rules, policies, technical assistance papers and federal regulations.
2. Assist in preparation, where necessary, of the Special Programs and Procedures Document (SP&P) and any amendments/revisions as required by the Florida Department of Education in accordance with any timelines prescribed.
3. Provide periodic and onsite consultations, as requested by the ESE Director in areas determined by the Director, which may include self-assessment, ESE program development and evaluation, parent issues and concerns, procedural requirements, policy interpretations, and any other areas as determined by the Director.
4. Provide access to unlimited telephone and email consultation on issues determined by the ESE Director, and provide ESE information, through phone calls, faxes, emails, etc., as well as an "ESE Legal Meeting/Retreat" at least one time per contract year.
5. Involve district level ESE staff in meetings to review the ESE Process Manual, discuss legal issues, etc.

DISTRICT 1
GEORGE THOMPSON

DISTRICT 2
PAM MARSHALL

DISTRICT 3
TERESA ANN MARTIN

DISTRICT 4
STACY KIRVIN

DISTRICT 5
CARL WHALEY

The Franklin County School District does not discriminate on the basis of race, color, national origin, gender, age, disability, pregnancy or marital status in its educational programs, services or activities, or in its hiring or employment practices. The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boy Scouts of America Equal Access Act. Questions, complaints or request for additional information regarding discrimination or harassment may be sent to: Karen Peddie, Director of Human Resources, 85 School Road, Eastpoint, Florida 32328 850-670-2810 X 4101, kpeddie@franklin.k12.fl.us

B. The Contractee agrees as follows:

1. To pay the sum of Seventy Five Hundred Dollars (\$7,500.00), in two payments, according to the following schedule:

No later than December 31, 2017	\$3,750
No later than May 31, 2018	\$3,750

2. Should the Contractor be unable to deliver as called for in this Contract, he or she may propose a Contract amendment. There is no obligation on the part of the Contractee to concur in such a proposal or to accept later delivery of any product(s). Unless the contract is properly amended, in the event of non-delivery all liability for payment for a product(s) by the Contractee shall expire the day following the specified due date.

3. To cooperate expeditiously in all matters requiring information concurrence or approval in order that the Contractor will not be unduly delayed in performing. This will include:

- a. Designating the ESE Director as the contact person for the Contractor.
- b. Providing information necessary for the Contractor to determine operational procedures and definitions of tasks.

C. General Provisions. It is also understood and agreed by and between the above described parties to this Contract that:

1. The Contractor shall be in compliance with the provisions of Section 601 of the Civil Rights Act of 1964 as it applies to the contractual services performance by the Contractee or any of its obligations under this Contract shall be subject to such provisions.

2. The performance by the Contractor of any of its obligations under this contract shall be subject to and contingent upon the availability of monies lawfully applicable for such purposes. If the Contractee deems, at any time during the term of the contract that monies lawfully applicable to this contract shall not be available for the remainder of the terms, the Contractee shall promptly so notify the Contractor, whereupon the obligations of the parties herein shall end upon the giving of such notice and this contract shall be considered as cancelled.

3. In the case of cancellation, only the costs actually accrued to date of cancellation will be due and payable, and all work in progress will become property of the Contractee and will be turned over promptly by the Contractor. This Contract may be cancelled by either party giving sixty (60) days notice to the other, or upon conditions specified in C-2.

4. Period of Contract. This contract shall begin upon signing and all work shall be completed by June 30, 2018. No payment shall be invoiced or paid for any work performed outside of the period of the contract.

5. **Modifications of the Contract.** This contract may only be changed or modified by an amendment executed in the same fashion as the original.

6. Travel expenses shall be considered as part of the contracted amount and shall not be reimbursed separate from the payment schedule. Accounts of travel performed in conjunction with this Contract shall be substantiated by receipts and appropriate documentation.

7. Services provided under this Contract are not considered legal services and will not include the provision of legal services. Rather, these services are considered consultative in nature only and the district must consult with its local school board attorney for legal advice. Should the district need actual legal services, such as representation in a legal proceeding (such as a due process hearing, mediation or resolution session), legal research related to a specific matter, etc., such services will be provided in conjunction with the local school board attorney and pursuant to a separate Agreement or Contract and in accordance with applicable rules and provisions of the Florida Bar and relevant laws.

IN WITNESS WHEREOF, the parties hereto, by the undersigned, authorized to bind said parties, set their hands on this the ____ of _____, 2017.

APPROVED:

Traci Moses, Superintendent
Franklin County School District

John T. Selover, Executive Director
Panhandle Area Educational
Consortium

Chairperson, Franklin County School Board ,
Contractee

Herbert J. Taylor, Superintendent
Washington County School Board,
Contractor

Occupational Therapy Services Agreement

This is a proposed agreement between the Franklin County School District and Candice Sweet Sheridan Occupational Therapy, LLC, P.O. Box 806, Carrabelle, FL 32322, independently insured, contracting Occupational Therapist, for occupational therapy services.

1. Occupational therapy services are inclusive of the following:
 - Evaluation of students referred using appropriate functional assessments
 - Completion of Plan of Care and goals within the framework of the student's IEP
 - Assisting with the development of the Individual Education Plan
 - Consultation with teachers, staff, and parents/caregivers and the District Director
 - Providing occupational therapy services on an individual or group basis at school sites within Franklin County
 - Making recommendations to the District Director concerning specific equipment and splinting needs for students
 - Completion of monthly Student Treatment Records, Progress Reports every nine weeks on each student served, and any reporting necessary to meet Florida Medicaid Match Program requirements
2. Occupational therapy services will be provided by Candice Sweet Sheridan OTR/L or another appropriately licensed OT. Proof of licensure will be provided.
3. The Franklin County School Board agrees to pay the provider \$65.00 per hour for up to 16 hours per week of occupational therapy services rendered at school sites and an additional \$.50 per mile travel reimbursement. The provider agrees to sign-in at the school site and submit a monthly invoice to the Franklin County School District, ESE Office, 85 School Road, Eastpoint, FL 32328 for payment.
4. The Franklin County School Board will allocate monies for adequate supplies and equipment needed for occupational therapy services.
5. Occupational therapy services can or will begin as of July 1, 2017 and extend through June 30, 2018.
6. This AGREEMENT may be amended by the mutual consent of all parties hereto. All amendments shall be attached to this AGREEMENT.
7. This AGREEMENT may be terminated by either party by giving of a thirty day written notice of the intent to terminate this AGREEMENT.

Traci Moses, Superintendent, Franklin County School District

Date

Candice Sweet Sheridan OTR/L, Contract Occupational Therapist

Date

AGREEMENT FOR COUNSELING SERVICES

This agreement is between Wanda Teat Counseling, LLC., P.O. Box 532, Apalachicola, FL 32329, party of the first part, and Franklin County School Board (FCSB), 85 School Rd., Suite 1, Eastpoint, FL 32328, party of the second part.

Now therefore, in consideration of the mutual covenants and conditions hereinafter stated, the above described parties covenant and agree as follows:

A. The party of the first part, Professional Counseling Services, agrees:

1. To provide individual counseling to eligible students referred by the school and approved by the district office.
2. To participate in Individual Education Plan meetings for students with disabilities as requested by the district.
3. To bill directly for referred students who have Magellan (Medicaid) or private health insurance and to take responsibility for the authorization process.
4. To provide an itemized monthly billing of all services rendered for which the district is responsible including student name, type of service, date of service, and increments of time. In the event of Co-Pay after insurance has been billed, a copy of the Explanation & Benefits page and request reimbursement (not to exceed \$25.00 per session) will be submitted with the bill.
5. To provide appropriate Medicaid documentation for Franklin County School District administrative reimbursement claims.
6. To provide a copy of a valid license to practice mental health counseling services in the State of Florida and a valid Level 2 background screening to be updated and submitted a minimum of every 5 years.
7. To provide proof of liability insurance to be submitted and updated annually.
8. To provide an annual plan of care and progress report for each student receiving counseling services referred by FCSB.
9. To sign in and out at each school site and list names of students served for auditing purposes.

B. The party of the second part, FCSB, agrees:

1. To compensate the party of the first part for uninsured students or those whose coverage has lapsed at forty-five dollars (\$45.00) per hour.
2. To compensate the party of the first part for the amount not to exceed \$25.00 in the event of documented Co-Pay after insurance has been billed.
3. To obtain written consent of the parents of any student to participate in any counseling, evaluation, or treatment services.
4. To provide a referral form for each student requested by the school and approved by the district office.
5. To provide training for appropriate Medicaid documentation for contracted mental health services to public schools.

C. General Provisions

It is understood and agreed by and between the above described parties to this agreement that:

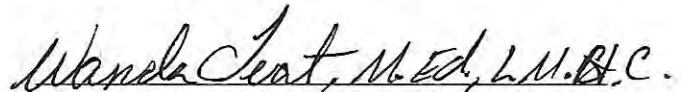
1. This is a fee-for-service agreement. No amount will be due nor will there be any monetary obligations on the part of the second party except for services billed on a monthly basis. Payments will be due monthly and will be due and payable upon presentation of an invoice of services rendered. If said agreement is canceled by either party as herein provided, only costs accrued to the date of cancellation will be due and payable.

2. The term of this agreement will be from July 1, 2017, through June 30, 2018.

3. This agreement may only be changed or modified by an amendment executed in the same fashion as the original. This agreement may be canceled by either party after having given thirty (30) days written notice.

In witness whereof, the parties hereto, by the undersigned, authorized to bind said parties, set their hand and seal to this agreement this _____ day of _____ 2017.

Traci Moses, Superintendent
Franklin County School District


Wanda Teat, M.Ed., L.M.H.C.
Wanda Teat Counseling Services, LLC.

Psychological Services Agreement

This Services Agreement ("Agreement") is entered into on _____ by and between Kevin H. Haeusser ("Contractor") and, Franklin County School District ("District") 85 School Road, Eastpoint, FL 32328 (Collectively "Parties"). For valuable consideration to be paid by the District to provide School Psychological Services; and in exchange of the mutual promises and covenants contained in this Agreement, the Parties agree as Follows:

1. **Term:** The term of this contract is for the 2017-2018 school year/summer.
2. **Billing.** On a bi-weekly basis, the Contractor will submit to the District's Finance Department time sheets prescribed by the District and signed by the appropriate supervisor to the Director of Special Programs for the total hours worked weekly. The time sheets shall detail the work done for the hours billed.
3. **Price of Services.** District will pay Kevin H. Haeusser the applicable hourly bill rate of \$51.50 for each hour.
4. **Workplace Rules, Supervision, and Evaluation.** Contractors will conduct themselves in accordance with the Franklin County District policies. Director of Special Programs is responsible for directing and supervising each Contractor and will provide competence evaluations for each Contractor. The caseload/workload of the Contractor will be:

August 1, 2017 – May 29, 2018	9.25 hours Monday – Friday
June 1, 2018 – June 29, 2018	7.25 hours Monday – Thursday
5. Contractor shall only perform such tasks as specified in writing by the Director of Special Programs.
6. **Termination.** This Agreement may be terminated by Franklin County School District or the Contractor, with or without cause, upon written notice to the other. Upon termination by either party, Franklin County School District will pay for all services rendered by the contractor to the date of termination.
7. **Confidentiality.** The parties agree that all personally identifiable student information is confidential and shall not be disclosed except to the student or parent or guardian of the student and such school personnel as may be required in order for Contractor to render services.
8. **Notices.** All notices and correspondence required hereunder shall be given in writing via U.S. Mail, email, or recognized national express courier, addressed to the applicable party.
9. **Amendment.** This Agreement may not be amended, except in writing executed by both parties.

IN WITNESS WHEREOF, the Agreement has been executed as to the date and year first set forth above.

Traci Moses, Superintendent, Franklin County School District

Date

Kevin H. Haeusser, Psychologist

Date

PROPOSAL
FOR SPEECH AND LANGUAGE THERAPY SERVICES

This Agreement is between Franklin County School District and **Southern Speech Therapy, Inc. (Employer Identification Number 47-1197403)**, for provision of speech and language therapy services for students as determined by the District who meet eligibility criteria based on the Franklin County Policies and Procedures Manual for the Provision of Specially Designed Instruction and Related Services for Exceptional Students.

1. Speech and Language Therapy Services are inclusive of the following:
 - 1.1 Diagnostic screening of student referred;
 - 1.2 Evaluation of student referred;
 - 1.3 Completion of a Speech and Language Report
 - 1.4 Assisting with the development of the Individual Education Plan (IEP);
 - 1.5 Consultations with teachers, staffing specialist, school psychologist, and the District ESE Director;
 - 1.6 Providing speech and language therapy services at each school site on a weekly basis as required by the student's IEP;
 - 1.7 Making recommendations to the District ESE Director concerning specific equipment needs for students; and
 - 1.8 Provide appropriate Medicaid documentation.
2. Speech and language therapy services will be provided by appropriately licensed personnel. A copy of the Florida Speech and Language Therapy license will be submitted to the School Board and updated as required. A fingerprint and background check will be updated and submitted to the School Board Office every five years. Proof of liability insurance will be submitted and updated annually.
3. Services for students requiring speech and language therapy will be initiated beginning **July 1, 2017** through **June 30, 2018**.
4. The Franklin County School District agrees to pay the provider **\$64.00** per hour for approximately 6 hours per day for 200 days, not to exceed a 4800 quarter hours (unless receive prior authorization for increased time from the ESE Director) @ \$16.00 per quarter hour for a total of \$76,800 during the **2017-2018** school year. The provider will submit a biweekly invoice to the Franklin County School District, Director of Special Programs, 85 School Road, Suite 1, Eastpoint, Florida, 32328.
5. Speech-Language services will be provided by Southern Speech Therapy, Inc., with a licensed speech-language pathologist who holds the Certificate of Clinical Competence from the American Speech-Language-Hearing Association.
6. This agreement will be in effect from the date indicated but may be terminated by either Party, or through mutual agreement to dissolve this contract, upon thirty (30) days' notice.

IN WITNESS WHEREOF, the Agreement has been executed as to the date and year first set forth above.

Traci Moses, Superintendent, Franklin County School District

Date

Angela M. Knox, Speech Therapist

Date

PAEC Master Inservice Plan Updates, 2017

Page Updates Made

Cover Included Superintendents

1 PAEC mission; verbiage in the Rationale, Adv. Committee & Management

2 Verbiage in the Online Management...(ePDC), & Organization

4 Included *Understanding MIP Components* section

6, 8 Created new component, *Physical & Mental Wellness*

11 Deleted Severe/Profound endorsement component #s

63 Created new detailed component, *Physical & Mental Wellness*

119 Included FLDOE Database Requirements: Reporting Codes & Data Elements

128 Moved Florida Educator Accomplished Practices to Appendices

131 Moved Florida Principal Leadership Standards to Appendices

135 Included *Summary of Current Florida Statutes*



Panhandle Area Educational Consortium

Master In-service Plan

2017-2022

Serving:

- Calhoun County.....Ralph Yoder, Superintendent
- FAMU-DRS.....Kirk E. Gavin, Ed.D., Interim Superintendent
- FAU Lab School.....Dr. Valerie Bristor, Superintendent
- Franklin County.....Traci Moses, Superintendent
- FSU/Pembroke Pines.....Marcy Driscoll, Superintendent
- Gadsden County.....Roger Milton, Superintendent
- Gulf County.....Jim Norton, Superintendent
- Holmes County.....Terry Mears, Superintendent
- Jackson County.....Larry Moore, Superintendent
- Jefferson County.....Marianne Arbulu, Superintendent
- Liberty County.....David Summers, Superintendent
- Madison County.....Karen Pickles, Ph.D, Superintendent
- Taylor County.....Danny Glover, Superintendent
- Wakulla County.....Robert Pearce, Superintendent
- Walton County.....Russell Hughes, Superintendent
- Washington County.....Joe Taylor, Superintendent

Chairman, PAEC Board of Directors

Also Serving:

- Bay County – Gifted Endorsement
- Florida Virtual School – Master Inservice Plan, Driver Education/Traffic Safety Endorsement, Reading Endorsement, ESOL Endorsement, Gifted Endorsement



Advancing Schools and Communities for Student Success

John T. Selover, Executive Director
877-873-7232, ext. 2235
John.Selover@paec.org

2017 Renewal

TABLE OF CONTENTS

Mission	1
Rationale	1
Master Inservice Plan (MIP) Advisory Committee	1
Management.....	1
Online Management through ePDC	2
Organization	2
Understanding MIP Components.....	4
MIP Components – Alphabetical.....	5
MIP Components – Numerical	7
MIP Components – Endorsements	9
MIP Components – Detailed	11
Appendix A – FLDOE Reporting Codes & Data Elements	115
Appendix B – District Component Implementation Agreement	122
Appendix C – Florida Educator Accomplished Practices.....	123
Appendix D – Florida Principal Leadership Standards.....	125
Appendix E – Summary of Current Florida Statutes, 2017.....	129

MISSION

The mission of the Panhandle Area Educational Consortium (PAEC) is to provide a continuum of shared services that elevate student achievement throughout all consortium school districts. One program provided as a service to maximize resources is the PAEC Professional Development Center (PDC). Through the PDC a comprehensive program of professional learning is coordinated and implemented in accordance with *Florida's Professional Development Protocol System Evaluation Standards* for member and participating districts.

RATIONALE

PAEC member and participating districts believe that “Every student deserves a great teacher, not by chance, but by design” (Fisher, Frey, and Hattie, 2016). Customized professional learning is the means through which teachers continually build on their expertise to meet the needs of all students, resulting in increased student achievement. The Master Inservice Plan (MIP) serves as the foundation upon which each member and participating district builds their professional development system to enable educators and staff to reach their full potential and maximize their effectiveness as teachers, leaders, facilitators of learning and support team members. To meet this goal, the MIP is aligned with the *Florida's Professional Development Protocol System Evaluation Standards* and Learning Forward's *Standards for Professional Learning* which are the basis for high-quality professional learning practices across the districts.

MASTER INSERVICE PLAN ADVISORY COMMITTEE

Carolyn Pilcher, Jackson County
Katherine Spivey, Wakulla County
Kim Stafford, Walton County

Brenda Crouch, PAEC
Maria Pouncey, Ed.D., PAEC
Paula Weeks, PAEC

MANAGEMENT

The MIP contains the approved inservice components for the PAEC MIP participating districts. The PAEC Professional Development Center's (PDC) management system allows the implementation of focused, data-driven professional learning activities, based upon the school improvement needs of each educator, school and district. Educators from each member district serve on the PDC Advisory Council. The MIP is revised as necessary, reviewed by the Council, presented to each respective school board for approval, and subsequently submitted to the Florida Department of Education on an annual basis, by October 1.

ONLINE MANAGEMENT THROUGH THE ELECTRONIC PROFESSIONAL DEVELOPMENT CONNECTION (EPDC)

The electronic Professional Development Connections (ePDC) at PAEC is the online professional development management system available to the member districts. This electronic system allows educators to register for professional learning activities, describe an action plan for implementing learning, report impact of implementing professional learning, complete online courses, track inservice points, complete a needs assessment and complete an Individual Professional Learning Plan, if required by their district, effectively and efficiently. The system also permits school and district administrators to: create and retrieve course information; manage attendance; review and evaluate follow-up activities that may include implementation action plans, reflection, impact evaluation, coaching summaries, artifacts, etc.; assign course completion credit; email participants; align course offerings with teacher needs; and document implementation and impact of professional learning in classrooms. Districts also utilize the system to generate report data for submission to the Florida Department of Education as per F.S. 6A-5.071.

ORGANIZATION

Florida's Professional Development Evaluation System Protocol Standards and *Learning Forward's Standards for Professional Learning* guide the design of the Master Inservice Plan. Florida's standards reflect three levels of the Professional Development System and four strands incorporated into each level as follows:

Levels	Strands
1.0 Educator Level 2.0 School Level 3.0 District Level	<ul style="list-style-type: none">● Planning● Learning● Implementing● Evaluating

Planning occurs at the individual/faculty, school and district levels. Educators review previous and current student data, school improvement goals and initiatives and complete their district's professional learning needs assessment. Then, each educator identifies personal learning goals and develops a plan, which is discussed with their administrator and adjusted based upon performance appraisal data and other grade level or school priorities. Specific learning goals for student achievement and professional practice are clearly defined with the district's evaluation plan to determine the effectiveness of professional learning activities. The final educator evaluation form is signed by both the educator and the administrator and includes a timeline for review. School Improvement Plans and goals are developed after review of student data. Teacher data, in conjunction with the school improvement plan goals and objectives, guides the completion of a school level professional development plan. District administrators utilize the school plans for setting district priorities for professional development

learning opportunities. PDC Council members are tasked with reporting ongoing professional learning needs based on their district data for planning the PAEC MIP. PAEC staff members will review data and expressed needs and will assist in developing professional learning opportunities.

Pursuant to State Board Rule 6A-5.071, Master In-service Plan Requirements, and on behalf of the PAEC member and participating districts, PAEC has developed and makes available an assessment of professional learning needs. The PAEC *Professional Development Needs Assessment* is made available to school and district instructional and administrative staff members in an electronic format. The Needs Assessment is based on the six Educator Accomplished Practices and is designed to yield results and data reports a *Professional Development System Evaluation Protocol* at each level – Faculty, School, and District. The assessment provides data-informed guidance as districts plan, provide learning opportunities, support implementation and evaluate impact. District personnel may generate customized reports or request copies of customized *Professional Development Needs Assessment* Reports, as well as other reports. A copy of the electronic *Professional Learning Needs Assessment* may be found in the district shell of the ePDC. The needs assessment will be reviewed and revised, as needed, by the PDC Council on an annual basis.

Learning opportunities are provided to meet professional learning needs at the faculty, school and district levels. To be most effective, the learning activities will follow a collaborative approach that is sustained over an extended period of time with opportunities to implement learning and measure the impact on student learning in a collegial atmosphere. For educators and support staff (non-instructional), learning opportunities include, but are not limited to, analysis of student achievement data, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas, enhancement of subject content expertise, integrated use of classroom technology that enhances teaching and learning, classroom management, parent involvement, school safety and/or other mandated topics.

Implementing newly acquired skills and knowledge in a sustained and supported effort is necessary for changes in educator practice. Implementation is the very heart of professional learning. Applying new knowledge and techniques and observing the impact on student behavior and learning is the primary purpose of professional learning. Selection of methods for follow up and support for implementation of the professional learning are included with all learning components in the MIP/ePDC. These may include classroom-based feedback, observation, reflection and collegial dialogue, coaching, mentoring or other supports.

Evaluating the effectiveness of the professional learning is multifaceted. First, the professional learning component activity is evaluated by the participants to determine the appropriateness of the design and delivery of the component. This is done electronically through the ePDC and the results are available to school, district staff and professional learning consultants. Next is the evaluation of the

participant implementation of knowledge and skills gained through participation in the professional learning activity. The participant must provide evidence of implementation through one of the following: student assessment data, student artifact/portfolio, observation of student performance, changes in classroom practice, or other processes. Once evaluation is completed by all participants, data is reviewed to determine if the professional learning and implementation had the desired impact.

Annually, professional learning activity reports are provided to each district upon request. These reports provide data on component registration, follow-up, and completion to each district for evaluation of their specific learning activities. Additionally, analysis of this data is used along with student and school data to evaluate the effectiveness of the Master Inservice Plan.

UNDERSTANDING MIP COMPONENTS

The Master Inservice Plan (MIP) contains the approved inservice components for member and participating districts using the Plan. To receive inservice credit, inservice events must meet the objectives and criteria of an approved component. If a desired inservice event does not align to an existing component, a new component must be written, reviewed by the professional development council, and approved by each district School Board during the annual MIP approval process. The entire MIP is reviewed and re-approved annually by each School Board and reported to the Florida Department of Education by PAEC.

Component Specifications:

Each component in the MIP must include:

1. Component Title
2. Component number in adherence with the State of Florida Management Information Services (MIS) reporting protocol and classification system
3. Maximum number of inservice points allowed
4. General objective
5. Specific objectives
6. Research-based delivery and activities
7. Appropriate follow-up methods
8. Evaluation process

A MIP component may address one of the following professional areas:

1. Reading, especially as specified in the Comprehensive K-12 Reading Plan
2. Florida Standards, benchmarks, and related subject content
3. Research-based instructional methods and strategies
4. Technology
5. Assessment and data analysis
6. Classroom management
7. Family Involvement
8. School Safety
9. Leadership and Management

10. Diversity
11. Ethics
12. Role of the teacher
13. Knowledge of subject matter
14. Communication
15. Human development and learning
16. Effective learning environments
17. Critical thinking and meta-cognition
18. Continuous improvement

Additional components are also included, as appropriate, for other employee classifications including administrative, professional/confidential, paraprofessional, and classified personnel.

Master Inservice Component Reporting Codes:

Inservice records for each employee are reported to the Department of Education at regularly scheduled intervals, usually in conjunction with established FTE audits. Each MIP component is assigned a unique seven-digit number according to DOE guidelines. See Appendix A for a complete listing of the reporting codes.

MASTER INSERVICE PLAN COMPONENTS -- ALPHABETICAL

Component Number: The table below is a numerical listing of the professional learning components designed for implementation under this Master Inservice Plan. It was designed to provide a quick and easy way of identify which component number to use for an activity. (Use for ESE requirement)

Component Name	Component #	Component # for ESE Teachers
Action Research	4-400-001	
Assessment	4-401-001	4-102-001
Assistive Technology in the Classroom		3-100-001
Career and Technical Education	1-211-001	1-105-001
Child Abuse Prevention	6-511-001	
Classroom Management	5-404-001	5-101-001
Clinical Education	7-501-001	
Code of Ethics	8-416-001	
Communication	2-406-001	
Data Analysis	4-408-001	
Educational Leadership	7-507-001	
ESE Procedures and Practices		8-103-001
ESOL for Administrators	7-704-500	
ESOL for Category III Teachers	2-704-528	
ESOL for Guidance Counselors	2-704-525	

Hearing Impaired		1-105-014
Instructional Leadership: School Principal Level II	7-507-002	
Instructional Methodology	2-408-002	2-100-001
Leadership Evaluation Training	7-507-004	
Lesson Study	2-400-002	
Mental Health Services	5-414-001	
Multicultural Sensitivity	2-412-001	
New Teacher Induction	2-404-001	
Florida Standards	2-007-001	
NON-INSTRUCTIONAL		
Custodian/Maintenance	8-510-001	
Educational Paraprofessionals/Aides	8-506-001	
Food Service Training	8-505-001	
Office/Clerical Support	8-509-001	
Transportation Service Training	6-515-001	
Physical & Mental Wellness	6-414-001	
Preschool/Child Care	2-012-001	
Professional Learning Communities	2-400-001	
School Improvement	7-512-001	
School Safety	6-511-002	
STUDENT SUPPORT SERVICES:		
Assessment/Student Appraisal	8-401-001	
Behavioral Interventions (crisis, abuse, etc.)	8-403-001	
Human Relations/Communication Skills	8-406-001	
Laws, Rules, Policies, Procedures	8-410-001	8-103-001
Parent Involvement, Parent Support	8-413-001	8-104-001
Problem-solving Teams	8-415-001	
Program Administration, Evaluation, Accountability	8-417-001	
Scholarships, Financial Aid, Education Transitions	8-418-001	
Section 504/Americans w/Disabilities Act	8-419-001	
Service Coordination, Collaboration, Integration	8-420-001	
Student Motivation	8-421-001	
Students Records	8-422-001	
SUBJECT CONTENT:		
Adult Education Subject Content	1-301-001	
Fine Arts Subject Content	1-000-001	1-105-008
Health and Safety Subject Content	1-005-003	1-105-003
English/Language Arts Subject Content	1-008-001	1-105-006
Mathematics Subject Content	1-009-001	1-105-002
Media Content	1-407-001	

Other Content Areas	1-007-001	1-105-009
Physical Education Subject Content	1-011-001	1-105-010
Reading Subject Content	1-013-001	1-105-011
Science Subject Content	1-015-001	1-105-004
Social Studies Subject Content	1-016-001	1-105-013
Foreign (World) Language Subject Content	1-004-001	
Substance Abuse Prevention	6-403-001	
Substitute Teacher	8-506-002	
Teacher Evaluation Training	7-507-003	
Technology Applications Strategies	3-003-001	
Technology for Educational Leaders	7-507-005	
Technology In the Classroom	3-408-001	3-100-002
Visually Impaired		1-105-012

MASTER INSERVICE PLAN COMPONENTS -- NUMERICAL

Component Number: A seven digit code which identifies each component in the district Master Inservice Plan. The table below is a numerical listing of the professional learning components designed for implementation under this Master Inservice Plan.

Component Name	Component #
Subject Content: Fine Arts Subject Content	1-000-001
Subject Content: Foreign (World) Language Subject Content	1-004-001
Subject Content: Health and Safety Subject Content	1-005-003
Subject Content: Other Content Areas	1-007-001
Subject Content: English/Language Arts Subject Content	1-008-001
Subject Content: Mathematics Subject Content	1-009-001
Subject Content: Physical Education Subject Content	1-011-001
Subject Content: Reading Subject Content	1-013-001
Subject Content: Science Subject Content	1-015-001
Subject Content: Social Studies Subject Content	1-016-001
Career and Technical Education	1-105-001
Subject Content: Mathematics Subject Content	1-105-002
Subject Content: Health and Safety Subject Content	1-105-003
Subject Content: Science Subject Content	1-105-004
Subject Content: English/Language Arts Subject Content	1-105-006
Subject Content: Fine Arts Subject Content	1-105-008
Subject Content: Other Content Areas	1-105-009
Subject Content: Physical Education Subject Content	1-105-010
Subject Content: Reading Subject Content	1-105-011

Visually Impaired	1-105-012
Subject Content: Social Studies Subject Content	1-105-013
Hearing Impaired	1-105-014
Career and Technical Education	1-211-001
Subject Content: Adult Education Subject Content	1-301-001
Subject Content: Media Content	1-407-001
Florida Standards	2-007-001
Preschool/Child Care	2-012-001
Instructional Methodology	2-100-001
ESE Procedures and Practices	2-103-001
Professional Learning Communities	2-400-001
Lesson Study	2-400-002
New Teacher Induction	2-404-001
Communication	2-406-001
Instructional Methodology	2-408-002
Multicultural Sensitivity	2-412-001
ESOL for Guidance Counselors	2-704-525
ESOL for Category III Teachers	2-704-528
Technology Applications Strategies	3-003-001
Assistive Technology in the Classroom	3-100-001
Technology In the Classroom	3-100-002
Technology In the Classroom	3-408-001
Assessment	4-102-001
Action Research	4-400-001
Assessment	4-401-001
Data Analysis	4-408-001
Classroom Management	5-101-001
Classroom Management	5-404-001
Mental Health Services	5-414-001
Physical & Mental Wellness	6-414-001
Substance Abuse Prevention	6-403-001
Child Abuse Prevention	6-511-001
School Safety	6-511-002
Non-Instructional: Transportation Service Training	6-515-001
Clinical Education	7-501-001
Educational Leadership	7-507-001
Instructional Leadership: School Principal Level II	7-507-002
Teacher Evaluation Training	7-507-003
Leadership Evaluation Training	7-507-004
Technology for Educational Leaders	7-507-005

School Improvement	7-512-001
ESOL for Administrators	7-704-500
ESE Parent Involvement, Parent Support	8-104-001
Student Support Services: Assessment/Student Appraisal	8-401-001
Student Support Services: Behavioral Interventions (crisis, abuse, etc.)	8-403-001
Student Support Services: Human Relations/Communication Skills	8-406-001
Student Support Services: Laws, Rules, Policies, Procedures	8-410-001
Student Support Services: Parent Involvement, Parent Support	8-413-001
Student Support Services: Problem-solving Teams	8-415-001
Code of Ethics	8-416-001
Student Support Services: Program Administration, Evaluation, Accountability	8-417-001
Student Support Services: Scholarships, Financial Aid, Education Transitions	8-418-001
Student Support Services: Section 504/Americans w/Disabilities Act	8-419-001
Student Support Services: Service Coordination, Collaboration, Integration	8-420-001
Student Support Services: Student Motivation	8-421-001
Student Support Services: Students Records	8-422-001
Non-Instructional: Food Service Training	8-505-001
Non-Instructional: Educational Paraprofessionals/Aides	8-506-001
Substitute Teacher	8-506-002
Non-Instructional: Office/Clerical Support	8-509-001
Non-Instructional: Custodian/Maintenance	8-510-001

PROFESSIONAL LEARNING COMPONENTS
Add-On Certification and Endorsement Program Components

ATHLETIC COACHING/SPORTS MEDICINE ENDORSEMENT PROGRAM

Title Of Component	Component Number	# Inservice Points Required
Care and Prevention of Athletic Injuries	1-011-540	60
Coaching Theory	1-011-541	60
Theory and Practice of Coaching a Specific Sport	1-011-542	60

AUTISM ENDORSEMENT PROGRAM

Title Of Component	Component Number	# Inservice Points Required
Nature and Needs, Assessment and Diagnosis	2-103-540	60
Applied Behavior Analysis and Positive Behavior Supports	5-101-516	60
Assistive/Instructional Technology and Natural/Alternative/Augmentative Communication Systems	3-100-502	60
Field-Based Experience with Students with Autism Spectrum Disorder (ASD)	2-100-541	60

DRIVERS EDUCATION/TRAFFIC SAFETY ENDORSEMENT PROGRAM

Title Of Component	Component Number	# Inservice Points Required
Basic Driver Education/Traffic Safety	1-014-537	60
Advanced Driver Education/Traffic Safety	1-014-538	60
Administration and Supervision Driver Traffic Safety	1-014-539	60

ESOL ENDORSEMENT PROGRAM

Title Of Components	Component Number	# Inservice Points Required
Methods of Teaching ESOL	2-700-520	60
Applied Linguistics	2-702-521	60
Cross-Cultural Communication and Understanding	2-705-522	60
Testing and Evaluation of ESOL Students	2-701-523	60
Curriculum and Materials Development	2-703-524	60

ESOL - OTHER COMPONENTS—Non-Endorsement

Title Of Components	Component Number	# Inservice Points Required
ESOL for Administrators	7-704-500	60
ESOL for Category III Teachers	2-704-528	18
ESOL for Guidance Counselors	2-704-525	60

GIFTED ENDORSEMENT PROGRAM

Title Of Component	Component Number	# Inservice Points Required
Nature and Needs of the Gifted	2-100-511	60
Educating Special Populations of Gifted Students	2-100-512	60
Curriculum Development for the Gifted	2-100-540	60
Guidance Counseling of the Gifted Student	2-100-542	60
Theory and Development of Creativity	2-100-543	60

READING ENDORSEMENT PROGRAM

Title Of Component	Component Number	# Inservice Points Required
Competency #1: Foundations of Reading Instruction	1-013-501	60
Competency #2: Application of Research-based Instructional Practices	1-013-502	60
Competency #3: Foundations of Assessment	1-013-503	60
Competency #4: Foundations & Applications of Differentiated Instruction	1-013-504	60
Competency #5: Demonstration of Accomplishment	1-105-505	60

MIP Components - Detailed

ACTION RESEARCH

Component Identifier Number: 4-400-001

Maximum Inservice Points: 120

General Objective(s):

Participants will learn how to conduct Action Research for classroom and school improvement.

Specific Objective(s):

Upon completion of one or more of the professional learning activities, participant:

1. Describe and discuss Action Research Framework and evaluation models appropriate to evaluate school-based projects/programs.
2. Identify research and evaluation questions and indicators appropriate for school-based evaluation.
3. Identify specific data collection techniques including qualitative and quantitative methods.
4. Identify and conduct appropriate descriptive and statistical analysis to answer specified research and evaluation questions.
5. Prepare an action research plan and evaluation plan.
6. Describe and discuss action research presentation and reporting methods.
7. Understanding methods and materials of differentiation to meet the learning needs of students.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A4, B1
FPLS:	S4, S7

ASSESSMENT

Component Identifier Number: 4-401-001 or 4-102-001(ESE)

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the ability to use a variety of assessment strategies (traditional and alternate) to measure learning and assist planning for the continuous development of the learner.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Diagnose students' readiness to learn and their individual learning needs and plans appropriate intervention strategies.
2. Use multiple perspectives to diagnose student behavior problems and devise solutions.
3. Recognize students exhibiting potentially disruptive behavior and offer alternate strategies.
4. Assess individual and group performance to design instruction that meets students' current needs in the cognitive, social, emotional, and physical domains.
5. Employ performance-based assessment approaches to determine students' performance of specified outcomes.
6. Assist students in maintaining portfolios of individual work and progress toward performance outcomes.
7. Modify instruction based upon assessed student performance.
8. Guide self-assessment by students and assist them in devising personal plans for reaching the next performance level.
9. Maintain observational and anecdotal records to monitor students' development.
10. Prepare and uses reports of students' assessment results.
11. Review assessment data about individual students to determine their entry-level skills, deficiencies, academic progress, and personal strengths, and to modify instruction-based assessment.
12. Communicate individual student progress knowledgeably and responsibly based upon appropriate indicators to the student, parents, and colleagues using terms that students and parents understand.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A4
FPLS:	S1

ASSISTIVE TECHNOLOGY IN THE CLASSROOM

Component Identifier Number: 3-100-001 (ESE Only)

Maximum Inservice Points: 120

General Objective(s):

This professional learning will enable instructional personnel to obtain and improve professional knowledge and competencies in using assistive technology in the classroom successfully.

Specific Objective(s):

Upon successful completion of one or more professional learning inservice activities, participants:

1. Use technology to promote and enhance the student's learning, communication, real-life problem solving skills, and professional research.
2. Determine the most appropriate assistive technology device to use in meeting individual student needs.
3. Use assistive technology devices, teach students to use the devices, and monitor the effectiveness or use with both verbal and written communication.
4. Use assistive technology within the curriculum to augment students' verbal and written communication.
5. Use universal design to enable all students to access the curriculum.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A3
FPLS:	S5

1. IDENTIFICATION:**TITLE: Career and Technical Education Subject Content****COMPONENT NUMBER: 1-211-001 / 1-105-001 (ESE)****Function: 1****Focus Area: 211 /105 (ESE)****Local Sequence Number(s): 001****POINTS TO BE EARNED: 120 Maximum**

2. DESCRIPTION: This component will provide career and technical education (CTE) teachers with a structured professional learning process coupled with collegially-supported implementation experiences. Purposes are to: 1) deepen teachers' subject content knowledge related to specific curriculum framework, course-appropriate CTE Standards and benchmarks, associated Industry or National Standards, aligned Florida Standards for Technical Subjects, and aligned Florida academic standards for Math, Language Arts, and Science that are addressed in the CTE courses and 2) pedagogical content knowledge regarding the selection and use of high effect size instructional strategies to provide standards-based instruction to assigned students.

3. LINK(s) TO PRIORITY INITIATIVES: identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- ☒ Academic content standards for student achievement
- ☒ 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
- ☐ Mastery of a specific leadership practice
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)

- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: Parent communication to increase involvement

4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:

	Educator	School	District
Planning	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2.1.1, 2.2.1	
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5	<input checked="" type="checkbox"/> 2.2.2, 2.2.3, 2.2.4	
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
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.5		

☐: Check here if not significantly related to any Protocol Standard

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

6. SPECIFIC LEARNER OUTCOMES: Professional educators will:

1. Learning Culture Supports: Identify peer or mentor educators, instructional coach, or administrator who will provide constructive feedback on implementation efforts and agree upon the times, methods, and supports that these colleagues will provide during the professional learning cycle.
2. Standards-based Instruction: Select specific standards from Florida's course description of the course or courses being taught, as the target of professional study and complete these activities:
 - a. Based on reviews of available student assessment and/or performance data, including results of aligned industry certification exams, and discussions with colleagues, identify the standards that are most challenging to students.
 - b. Based on emerging changes in content information, technologies or methodologies, pertinent to *Florida's Career and Technical Education Curriculum Frameworks* and course(s) taught, identify specific areas of study that will ensure currency of information, responsiveness to business and industry, impact CTE standards-based instruction and enhance student learning.
 - c. Select one or more of these standards for deeper study and discuss the aspects of the standard(s) that are most important for student mastery with mentor colleagues, instructional coach, or content experts.

- d. Determine if there are test item specifications related to the selected standard. If so, locate and review the Florida Department of Education's Test Item Specifications to analyze what aspects of the standard(s) are assessed on state assessments and how they are assessed.
 - e. Identify CTE standards and benchmarks, as well as standards tested on related industry certification exam/s, and determine how they will be assessed.
 - f. Confer with support colleagues and seek resources and/or opportunities to gain a deeper understanding of the targeted content.
3. Research-Based Instructional Processes: Review contemporary research on high effect size instructional strategies and select one or more high effect size instructional strategies as the target(s) of the professional study and:
- a. Identify, review and discuss with a supervisor or instructional coach, a variety of high effect size strategies that may be useful with the standard(s) selected, the targeted students, and that may be linked to indicators in the district's performance evaluation system.
 - b. Select a specific high effect size strategy for study and implementation and learn how and when to implement the strategy to meet the needs of all students.
 - c. Develop lesson plan(s), with clearly stated learning goals, based on the selected standards. Incorporate the high effect size instructional strategy(ies), selected for study, and a plan to assess student learning. Review the plan with support colleagues and explain the rationale for the plan with attention to students' learning needs and a multi-tiered system of supports.
 - d. Implement the lesson plan(s), assess and track progress on learning goals with selected students, discuss with support colleagues the observed impact on students, and what, if any improvements might be attempted during subsequent implementations.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: I

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

WHAT

Participants will learn and become proficient in 1) identifying crucial aspects of the most challenging, course-related, standards and benchmarks; 2) determining the high effect size instructional strategy(ies) most useful with the selected standard(s), benchmarks and targeted students; and 3) implementing the selected high effect size strategy with the selected standard(s) and targeted students. Participants will review professional literature and other resources related to high effect size strategies and content standards. Modeling may occur and participants will have opportunities to practice using the strategy(ies) individually and/or collaboratively. Constructive feedback will be provided by a facilitator/presenter or via peer-to-peer format and expert coaching and/or mentoring may occur.

HOW

Component delivery will employ a variety of learning designs including face-to-face, blended, or online and occur in a workshop, learning community/lesson study group, or as an individual study with collegial support.

KEY ISSUES to be Included in Participant Implementation Agreements

Participants will agree to:

1. Participate and engage in structured and/or independent learning opportunities.
2. Meet deadlines for completing implementation and follow-up activities which may require educators to:
 - a. Complete required professional learning design survey.
 - b. Plan and/or discuss implementation with support colleagues.
 - c. Complete appropriate assignments, such as lesson plans.
 - d. Collect and analyze student impact data.
 - e. Report and discuss results of student impact data with support colleagues and other appropriate individuals.
 - f. Reflect on results and use results to inform decisions about instructional practices.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: P

Implementation Support:

Ongoing support and constructive feedback regarding implementation will be provided through interactions among the educator and pre-determined peer or knowledgeable other, district or site-based administrator, and/or mentor educators or in a formalized coaching process. The process will be contingent on the needs of the participant and may include modeling, practicing, observing a peer directly, reflecting orally, conferencing with actionable feedback, and repeating the cycle, if necessary. Web-based resources that provide exemplars will be available for support.

9. IMPACT EVALUATION PROCEDURES:

Impact Area: Impact of repetitive practice leading to changes in proficiency of educator or leader on the job.

Evaluation Methods for Staff Database Code: A

Changes in classroom practices will be observed through the district's instructional evaluation system indicators and/or domains and/or deliberate practice or IPDP growth targets. Student progress measures will also be examined. Evidence used to document classroom implementation of professional learning may be observation checklists that are aligned with the teacher evaluation system, anecdotal records, self-reflection, evidence of communication with district or site-based administrator, approved knowledgeable other, peer or mentor educator, professional learning community documentation, and/or teacher-provided artifacts such as lesson plans, samples of student work, and assessments.

Impact Area: Tracking improvements in student learning growth supported by the professional learning.

Evaluation Methods for Students Database Code B:

Results of school/teacher-constructed student growth measure(s) that track student progress.

Who will use the evaluation impact data gathered?

Teachers, support colleagues, instructional coaches, site-based administrators, and district instructional staff

Individual teachers will use impact data to determine the impact of strategy implementation on students' mastery of targeted standards and benchmarks and to inform decisions regarding instructional practice.

Site-based administrators, instructional coaches and district instructional staff will use impact data to determine how strategy implementation affects students' mastery of targeted standards and benchmarks and to inform decisions regarding teacher professional learning needs.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Describe what will be done with the data obtained through the evaluation processes.

Teachers will analyze student impact data, document results, and review results with a designated individual who may be a support colleague, instructional coach, district CTE director or designee, approved knowledgeable other, site-based administrator and/or other designated individual. The focus will be on the impact of implementation of the high effect size strategies for standards-based instruction to assigned students based on the standards and benchmarks for the course(s) taught.

What other forms of evaluation data will be gathered?

- a. Online "Professional Learning Design" Survey
- b. Results of national industry certification exam(s), state or district-developed/standardized student growth measure(s), portfolios of student work, observation of student performance, or other performance assessment(s) that reveal impact on students' mastery of standards-based learning goals and objectives.
- c. Data may be used by teachers, peer groups, site-based administrators, district instructional staff and/or PAEC personnel.

Records of professional learning feedback and completion will be maintained in the electronic Professional Development Connections (ePDC) at the Panhandle Area Educational Consortium.

Department: Panhandle Area Educational Professional Development Council

Name(s) of Component Author(s): Panhandle Area Educational Professional Development Council

CHILD ABUSE PREVENTION

Component Identifier Number: 6-511-001

Maximum Inservice Points: 120

General Objective(s):

Participants will become familiar with signs and symptoms of child abuse and the requirements for reporting suspected cases to authorities for investigation.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Acquire knowledge of the signs and symptoms associated with the identification of suspected child abuse.
2. Acquire knowledge of the laws and regulations applicable to the requirements and legal responsibilities of reporting suspected cases of child abuse.
3. Demonstrate understanding of the application of the laws and regulations for reporting of suspected child abuse.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A2
FPLS:	S5, S8, S10

CLASSROOM MANAGEMENT

Component Identifier Number: 5-404-001 or 5-101-001 (ESE)

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to manage the classroom.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Identify proactive strategies to build and maintain effective classroom management.
2. Identify characteristics of effective classroom rules and procedures.
3. Identify characteristics of an effective classroom environment.
4. Identify problem areas within classroom management techniques and physical arrangement through case study reactions.
5. Identify the appropriate consequence for misbehavior according to a hierarchy of consequences.
6. Integrate effective classroom management techniques into his/her teaching style.
7. Identify strategies to implement both control and caring within classroom management.
8. Determine the correlation between effective classroom management and student achievement.
9. Utilize reflective practice through descriptive and analytical journal writing.
10. Implement effective research-based classroom management strategies within the learning environment.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A2
FPLS:	S5, S8

CLINICAL EDUCATION

Component Identifier Number: 7-501-001

Maximum Inservice Points: 40

General Objective(s):

To develop the participants' knowledge and skills and attitudes necessary to function as an effective Peer Teacher or other support team member and demonstrate skills of observation and conferencing within the context of a clinical supervision model.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of requirements for serving as a Peer Teacher as stated in Chapter 231, Florida Statutes and State Board of Education Rule 6A-5.75.
2. Demonstrate awareness of the district approved New Teacher Orientation program and requirement of the program.
3. Demonstrate awareness of the generic teaching competencies and their application to the observation and support of new teachers.
4. Identify standard and alternative means for documenting competencies and providing support as needed.
5. Demonstrate knowledge and skill in the research and observation techniques of the Florida Performance Measurement System as it applies to the role of a support team member.
 - a. The participant will acquire skills in using the Florida Performance Measurement System (FPMS) formative instruments
 - b. The participant will acquire a working knowledge of the six (6) domains of effective teaching as defined by the Florida Performance Measurement System
 - c. The participant will identify behaviors that are indicators of generic teaching competencies
6. Demonstrate knowledge and skill in the clinical supervision process as it applies to the role of a support team member.
 - a. The participant will acquire knowledge, skills, and attitudes in effective pre-observation conference techniques
 - b. The participant will acquire skills in systematic observation of teacher behavior in six domains of effective teacher performance
 - c. The participant will demonstrate knowledge and skills in the formal and informal section, design and use of observation tools and systems
 - d. The participant will demonstrate skill in analysis of data on teacher performance to identify areas of strength, weakness, and needs for continued development
 - e. The participant will demonstrate skill in planning and conducting post-observation conferences

- f. The participant will demonstrate the use and the value of reflection in self-assessment in teacher training and professional learning

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	B1
FPLS:	S4

CODE OF ETHICS

Component Identifier Number: 8-416-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
2. Encourage a student's independent action in pursuit of learning.
3. Provide for a student access to diverse points of view.
4. Take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
5. Not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
6. Not use institutional privileges for personal gain or advantage.
7. Maintain honesty in all professional dealings.
8. Not on the basis of race, color, religion, gender, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
9. Support a colleague's right to exercise political or civil rights and responsibilities.
10. Maintain confidentiality of student information as prescribed by law.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	B2
FPLS:	S10

COMMUNICATION

Component Identifier Number: 2-406-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the ability to use effective communication techniques with students and all other stakeholders within the school community.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Establish positive interaction in the learning environment that uses incentives and consequences for students to promote excellence.
2. Establish positive interactions between teacher and student that are focused upon learning rather than procedures or behavior.
3. Communicate effectively, in both verbal and nonverbal styles with all students, including those with handicapping conditions and those of varying cultural and linguistic backgrounds.
4. Communicate with and challenge all students in a positive and supportive manner.
5. Communicate to all students high expectations for learning.
6. Maintain standards of mutually respectful interaction during individual work, cooperative learning, and whole group activities.
7. Provide all students with opportunities to learn from each other.
8. Motivate, encourage, and support individual and group inquiry.
9. Encourage student's desire to receive and accept constructive feedback on individual work and behavior.
10. Communicate with colleagues, school and community specialists, administrators, and parents' consistently and appropriately.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A2
FPLS:	S9

DATA ANALYSIS

Component Identifier Number: 4-408-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the ability to use a variety of assessment strategies (traditional and alternate) to measure learning and assist planning for the continuous development of the learner.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Prepare and use reports of students' assessment results.
2. Diagnose students' readiness to learn and their individual learning needs and plans appropriate intervention strategies.
3. Use multiple perspectives to diagnose student behavior problems and devise solutions.
4. Analyze data and recognizes patterns in data of students assessment results to determine students' performance strengths and needs.
5. Assess individual and group performance data to better design instruction that meets students' current curriculum and content needs.
6. Review assessment data about individual students to determine their entry-level skills, deficiencies, academic progress, and personal strengths, and to modify instruction-based assessment.
7. Communicate group and individual student progress knowledgeably and responsibly based upon appropriate data to the student, parents, and colleagues using terms that students and parents understand.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A4
FPLS:	S2, S5, S6

EDUCATIONAL LEADERSHIP

Component Identifier Number: 7-507-001

Maximum Inservice Points: 120

General Objective(s):

To expand and maintain the high level of knowledge, skill and competency needed to provide quality administrative and managerial support services to students, teachers and other members of the school, district, state, and federal educational community.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of the concepts and content of administrative and management services.
2. Demonstrate skill in applying knowledge to provide high quality administration and management services to educational personnel at all levels of the educational community.
3. Demonstrate competency in the delivery of administrative and managerial support services related to the participant's work assignment.
4. Demonstrate knowledge, skills, and behaviors that characterize a disposition of support for the efforts of the schools, district and state toward the process of school improvement.
5. Demonstrate awareness of the Florida Leadership Standards.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, F, G

Implementation Methods: M, N, O, P, Q, R, S

Evaluation Methods: A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

FEAP: B1

FPLS: S1, S2, S3, S4, S5, S6, S7, S8, S9, S10

ESE PROCEDURES AND PRACTICES

Component Identifier Number: 2-103-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide educators and staff with the opportunity to develop and/or update knowledge and skills necessary to provide programs and services and to effectively instruct exceptional education students.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Identify the student characteristics and criteria for eligibility in ESE special programs.
2. Describe the models of support and placement options for students with disabilities.
3. Identify and demonstrate research-based strategies/techniques for teaching students with disabilities.
4. Identify and demonstrate research-based materials, technology, programs, and resources for teaching students with disabilities.
5. Demonstrate skill in the appropriate use of academic accommodations and modifications for students with disabilities.
6. Demonstrate skill in the appropriate use of assistive and adaptive technology for students with disabilities.
7. Demonstrate skill in the appropriate use of behavior and classroom management techniques for students with disabilities.
8. Develop appropriate Individual Educational Plan (IEP) goals and objectives for students with disabilities.
9. Develop appropriate Transition IEP goals and objectives students with disabilities.
10. Recognize the importance of family and family structure to the individual learner and uses knowledge of the student's family situation to support individual learning.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A2, A3
FPLS:	S2, S3, S5

ESOL FOR ADMINISTRATORS

Component Identifier Number: 7-704-500

Maximum Inservice Points: 60

General Objective(s):

The purpose the of ESOL for Administrators - Online Course is to meet the 60 hour professional development requirement of the Modified Florida Consent Decree for school administrators as well as to address the Florida Department of Education ESOL objectives for administrators. Participants will identify the administrator's role and responsibility as the instructional leader, recognize appropriate ESOL instructional strategies, techniques, and approaches for meeting the Sunshine State Standards and NCBL; and apply new knowledge and strategies.

Specific Objectives:

1. Demonstrate sensitivity to multicultural and diverse student populations; recognize major differences and similarities among various cultural groups in the U.S., the state of Florida, the local school district, and the individual school.
2. Demonstrate knowledge of cross-cultural issues facing ELLs and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and the community.
3. Demonstrate outreach efforts to connect ELLs and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and community.
4. Demonstrate knowledge of available, necessary and appropriate instructional materials and resources that will facilitate comprehensible instruction for all ELLs.
5. Demonstrate knowledge of the background of the Consent Decree in the League of United Latin American Citizens et al. v. The State Board of Education, 1990, including knowledge of related legislation and litigation (e.g., No Child Left Behind Act of 2001, Lau v. Nichols, Plyler v. DOE, etc.).
6. Demonstrate knowledge of the state and federal requirements for the assessment of language proficiency and academic achievement of ELLs.
7. Demonstrate knowledge of required training for instructional and non-instructional staff members established by the 1990 Consent Decree and its September, 2003 Modification; and of the necessary procedures to ensure that all school site personnel are in compliance with the requirements.
8. Demonstrate the ability to update staff, students, and parents on pertinent changes in the educational legislation, rules and policies that may potentially impact ELLs and their families. Demonstrate ability to evaluate trained teachers who are using ESOL instructional strategies in Basic ESOL courses.
9. Demonstrate knowledge of district's ELL Plan, which indicates the chosen model(s) of delivery of services to ELLs.
10. Demonstrate knowledge of the legal requirements of a student's ELL plan.
11. Demonstrate an understanding of the difference between language proficiency and content-based academic knowledge.
12. Demonstrate knowledge of second language acquisition (applied linguistics) theory and its applicability to the instructional process.
13. Demonstrate knowledge and the ability to implement formal and informal methods of

assessment/evaluation of ELL, including measurement of language, literacy and academic content metacognition.

14. Demonstrate knowledge of the indicators of learning disabilities, especially hearing and language impairment, as compared to the process by which students acquire a second language.
15. Demonstrate knowledge of the indicators for student identification and participation in gifted programs, regardless of English language proficiency and of the program policies that must be in place in order to actively promote and sustain the participation of ELLs in advanced placement courses.
16. Demonstrate knowledge of the school site administrator's role and responsibilities as the instructional leader representative in the school-based ELL committee.
17. Demonstrate the ability to communicate with ELLs, their families and the community to assess the relevance of the curriculum and adequacy of student progress toward standards established by the Department of Education and the local school board.
18. Demonstrate knowledge of procedures regarding ELLs, which begin at school registration, and continue for two years after the ELL, has been exited from the English for Speakers of Other Languages program.
19. Demonstrate knowledge of appropriate teaching strategies and methodologies to deliver comprehensible instruction to students whose first language is not English, that are from diverse cultural backgrounds and that have significantly varied levels of education in their own languages.
20. Demonstrate the ability to evaluate school site staff to ensure that they are using the appropriate strategies and methodologies to deliver comprehensible instruction to ELLs.
21. Demonstrate ability to evaluate school site staff to ensure the use of appropriate native language instructional strategies in the instruction of ELLs.
22. Demonstrate up-to-date knowledge of relevant, scientifically-based research and effective practices regarding second language acquisition, English as a second language methodology and the issues of teaching multicultural populations.
23. Demonstrate knowledge of methods of disaggregating and analyzing data on the achievement of all subgroups, including English language learners, and its impact to the school site's programmatic decisions.
24. Demonstrate ability to apply scientifically based principles and practices to instructional programs in order to improve student achievement within the ELL population.
25. Demonstrate ability to implement at the school site the Continuous Improvement Model, or other proven model for improving the academic achievement of all low-performing students.

Activities:

The ESOL for Administrators Online Course requires participants to spend time online at the FloridaLearns Academy's electronic Professional Development Connections Website interacting with the content presented in various modules. While participating in the online modules, participants will have the opportunity to view various video segments pertaining to the content of the module. In addition, participants must read the reading selections embedded within each module, answer specific questions pertaining to each module, and complete individual assignments. Some assignments require participants to implement strategies learned in the course in their current classrooms. Feedback is provided online by the course's facilitator.

Evaluation for In-Service Credit:

The participant will:

1. Demonstrate increased competency on at least 80% of the objectives as determined by a pre-

- and post- assessment or by other valid measures as determined by the instructor
2. Satisfactorily complete assigned activities and assignments

Component Evaluation:

Through the electronic Professional Development Connections, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation be completed by the participant before a course is marked completed. This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A3
FPLS:	S4, S5

ESOL FOR CATEGORY III TEACHERS

Component Identifier Number: 2-704-528

Maximum Inservice Points: 18

General Objective(s):

The Panhandle Area Education Consortium's 18-hour ESOL for Category III Teachers on-line course is designed to meet the requirements of the Florida Consent Decree for Category III teachers. The purpose of the online course is to provide these teachers with knowledge about ESOL (English for Speakers of Other Languages) students and instructional strategies and approaches teachers can use to assist ESOL students in understanding the curriculum and meeting the Sunshine State Standards.

Specific Objectives:

1. Analyze and adapt instruction to be comprehensible to ESOL students
2. Facilitate ESOL student adjustment to a new culture
3. Interpret ESOL student behavior from a cultural perspective
4. Understand the principles of second language acquisition and how they can be used in the classroom to facilitate language development
5. Adapt traditional assessments
6. Explore issues that affect the validity of classroom assessment
7. Develop guidelines for grading ESOL students
8. Utilize alternate strategies to assist LEP students
9. Encourage communication with ELLs by using small group work.
10. Design lessons with no less rigor, but with more assistance for LEP students.
11. Assess ELLs appropriately so that assessments measure what they are intended to measure.

Activities:

The *ESOL for Category III Teachers Online Course* requires participants to spend time online at the FloridaLearns Academy's electronic Professional Development Connections Website interacting with the content presented in various modules. While participating in the online modules, participants will have the opportunity to view various video segments pertaining to the content of the module. In addition, participants must read the reading selections embedded within each module, answer specific questions pertaining to each module, and complete individual assignments. Some assignments require participants to implement strategies learned in the course in their current classrooms. Feedback is provided online by the course's facilitator.

Evaluation for In-Service Credit:

The participant will:

1. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post- assessment or by other valid measures as determined by the instructor
2. Satisfactorily complete assigned activities and assignments

Component Evaluation:

Through the electronic Professional Development Connections, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation be completed by the participant before a course is marked completed. This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A3
FPLS:	S4, S5

ESOL FOR GUIDANCE COUNSELORS

Component Identifier Number: 2-704-525

Maximum Inservice Points: 60

General Objective:

The purpose of the Panhandle Area Education Consortium's *ESOL for Guidance Counselors* Online course is to meet the modified Florida Consent Decree requirements for guidance counselors. To meet this goal, the participant will develop and implement a case study of an English Language Learner, including strategies to address academic needs. The case study must contain evidence to support mastery of the Standards and Competencies.

Specific Objectives:

1. Possess individual & group counseling and communication skills to implement a balanced approach in order to assist ELLs and their families.
2. Recognize unique differences among ELLs, including their language proficiency (both native and English), aptitudes, intelligence, interests, and achievements, & incorporate an understanding of this information into the delivery of services.
3. Assist ELLs and their families in dealing with the social and emotional concerns and problems that may hinder their educational development. Collaborate with teachers, student service specialists (e.g., psychologists, social workers), other educators, and related community representatives in addressing the challenges facing ELLs and their families.
4. Demonstrate ability to counsel ELLs regarding their individual rights as afforded to them under state & federal laws and regulations. ELLs who are under-represented in special programs and services, including but not limited to gifted, vocational, specialized academic and career magnets/academies, advanced placement, dual enrollment, and career exploration.
5. Demonstrate knowledge of the federal & state requirements regarding the provision of services to ELLs. Including, but not limited to their roles and responsibilities in the LEP Committee process; development of ELL Student Plans, and implementation of the District ELL Plan.
6. Demonstrate ability to advocate for the educational needs of ELL and implement processes to ensure that these needs are addressed at every level of the ELLs' school experience.
7. Demonstrate knowledge and ability to provide training, orientation, and consultative assistance to teachers, school administrators, and other school-level personnel to support ELLs.
8. Demonstrate sensitivity to multicultural and diverse student populations; recognize major differences and similarities among various cultural groups in the U.S., the state of Florida, the local school district, and the individual ELLs and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and community.
9. Demonstrate ability to collaborate with teachers, school administrators, and other instructional personnel in ensuring that appropriate and effective instructional services are provided to ELLs to ensure their academic success.
10. Demonstrate an understanding of the effects of race, gender, age, and socioeconomic status on assessment results, and the ELLs with the school-based and outreach services and support systems designed to address their unique academic needs.
11. Demonstrate an understanding of the proper administration & use of assessment instruments, and the ability to interpret scores and test-related data to ELLs, teachers, school

administrators, and parents. These assessments should include, but not be limited to the following: English language proficiency assessments; annual assessment of English language development; diagnostic assessments; and state-wide assessments of academic content.

12. Demonstrate knowledge and the ability to implement formal and informal methods of assessment/evaluation of ELLs, including measurement of language, literacy, and academic content metacognition.
13. Demonstrate knowledge and understanding of how individual and group data and statistics are used in building student, course/class and school profiles, constructing student transcripts, and preparing reports.
14. Demonstrate knowledge and ability to review and evaluate transcripts from foreign-born students, and ensure proper & equitable credit accrual, and appropriate grade/course placement of ELLs.
15. Demonstrate knowledge of the indicators of learning disabilities, especially hearing and language impairment, as compared to the process by which students acquire a second language.
16. Demonstrate an understanding of the difference between language proficiency and content-based academic knowledge.
17. Demonstrate knowledge of second language acquisition (applied linguistics) theory and its applicability to the instructional process. ELLs, their families, and the community to assess the relevance of the curriculum and adequacy of student progress towards standards established by the Florida Department of Education and the curriculum established by the school district.
18. Demonstrate the ability to provide information appropriate to the particular educational transition: from middle school to high ELLs in understanding the relationship that their curricular experiences and academic achievement have on their future educational and employment opportunities.
19. Possess and demonstrate an understanding of the current admission requirements, admission options, and application procedures of colleges, universities, and career/vocational institutions, & the ability to effectively counsel ELLs in the pursuit of their post-secondary desires.
20. Demonstrate ability to assist ELLs in evaluating and interpreting information about postsecondary educational and career alternatives so appropriate options are considered & included in the decision-making process.
21. Demonstrate knowledge & ability to understand and interpret forms and data-driven documents that are a part of the post-secondary admission and financial aid processes, including: admission applications; student questionnaires; letters of recommendation, and acceptance; and other needs assessment documents.
22. Demonstrate a familiarity with available technology & the ways in which it may support the post-secondary guidance and counseling process, including: guidance information systems; financial aid information and eligibility; relevant record-keeping and follow-up, and internet services.
23. Demonstrate ability to use historical admission patterns & trends to assist ELLs in measuring the appropriateness of their applications to particular colleges, universities or career/vocational institutions.

Activities:

The ESOL for Guidance Counselors Online Course requires participants to spend time online at the FloridaLearns Academy's electronic Professional Development Connections Website interacting with the content presented in various modules. While participating in the online modules, participants will have the opportunity to view various video segments pertaining to the content of the module. In

addition, participants must read the reading selections embedded within each module, answer specific questions pertaining to each module, and complete individual assignments. Some assignments require participants to implement strategies learned in the course in their current classrooms. Feedback is provided online by the course's facilitator.

Evaluation for In-Service Credit:

The participant will:

1. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post- assessment or by other valid measures as determined by the instructor
2. Satisfactorily complete assigned activities and assignments

Component Evaluation:

Through the electronic Professional Development Connections, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation be completed by the participant before a course is marked completed. This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A3
FPLS:	S4, S5

HEARING IMPAIRED

Component Identifier Number: 1-105-014

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the opportunity to develop and/or update knowledge and skills necessary to effectively instruct deaf/hard of hearing students.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. List and describe common etiologies/syndromes associated with hearing impairment.
2. Demonstrate increased vocabulary, speed, accuracy, and fluency in using American Sign Language expressively and receptively.
3. Interpret the results of an audiological evaluation and list instructional implications based on these results.
4. Demonstrate skill in the appropriate use and care of individual and classroom amplification equipment.
5. Demonstrate skill in the appropriate use of assistive and adaptive technology for hearing impaired students.
6. Identify and demonstrate instruments and use of cochlear implants.
7. Identify and demonstrate research-based techniques/strategies for teaching hearing impaired students.
8. Identify and demonstrate research-based materials/programs for teaching hearing impaired students.
9. Compare and contrast regulations of the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), and section 504 as they relate to hearing impaired students.
10. Describe aspects of deaf culture and etiquette to utilize when working or socializing with the hearing impaired.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A2, A3
FPLS:	S2, S3, S5

1. IDENTIFICATION:**TITLE:** Instructional Leadership – School Principal Level II**COMPONENT NUMBER:** 7-507-002**Function:** 7**Focus Area:** 507**Local Sequence Number(s):** 002**POINTS TO BE EARNED: 120 Maximum**

2. DESCRIPTION: This component supports an in-depth, two to three-year program of professional learning based on the *Florida Principal Leadership Standards* which are based on contemporary research on high-effect school leadership practices (6A-5.080, F.A.C., *Florida Principal Leadership Standards*). The purpose is to provide a deeper understanding, including repetitive implementation experiences, regarding core instructional leadership strategies in order to provide quality leadership for our schools, now and in the future. The vision is to produce leaders who have the knowledge and skills to lead quality school learning cultures focused on continuous improvement of student achievement and college and career readiness.

3. LINK(s) TO PRIORITY INITIATIVES: identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- ☒ Academic content standards for student achievement
- ☒ 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:
- ☐ Mastery of a specific leadership practice:
- ☒ Multi-tiered System of Supports (MTSS)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-Classroom Instructional staff proficiencies supporting student success

- ☐ Organizational leadership proficiencies (as per FPLS)
- ☒ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☒ Other: Parent communication to increase involvement

4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.3	<input checked="" type="checkbox"/> 2.1.1	<input checked="" type="checkbox"/> 3.1.1, 3.1.2, 3.1.6
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6		
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.2, 1.3.3		<input checked="" type="checkbox"/> 3.3.2
Evaluating	<input checked="" type="checkbox"/> 1.4.1, 1.4.2, 1.4.3, 1.4.4		

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

6. SPECIFIC LEARNER OUTCOMES: Professional educators will:

1. Understand the significance of a growth mindset, deepen one's capacity to apply a growth mindset in his/her professional practice and to support school cultures that foster growth mindsets among school leadership, faculty, and students. The participant will learn about the growth mindset and:
 - a. Engage in reflective thinking to assess one's status regarding use of a growth mindset.
 - b. Observe highly-effective and struggling teachers and assess the degree to which the teachers observed employ a growth mindset. Analyze whether the application of a growth mindset differentiates highly effective and less effective teaching and discuss this analysis with the mentor and growth team.
 - c. Identify developing professionals and work with them in a mentoring capacity to enhance their understanding of a growth mindset and discuss the mentoring plan and its implementation with the mentor and growth team.
 - d. Interview a random selection of students to discuss their perceptions about whether the instruction they are receiving provides evidence of their teachers' growth mindset and whether they are learning to pursue a growth mindset through their own school experiences and then, discuss findings, observations, and perceptions with the mentor and growth team.
 - e. Prepare and deliver a presentation to a school faculty that explains what a growth mindset is, why it is important to students, and how a school faculty can support each

other in fostering a school culture where a growth mindset characterizes student learning experiences.

2. Understand the essential elements of effective standards-based instruction and apply instructional leadership strategies that support a learning culture that values standards-based education. The participant will become familiar with the state statutes and State Board of Education rules related to standards-based instruction and:
 - a. Review professional literature on the significance and structure of standards-based instruction and the national movement toward standards-based instruction as a means of meeting the challenges of globalization and an information age.
 - b. Examine research regarding the development of Florida's academic standards for students.
 - c. Identify the process by which teachers can determine which Florida academic standards apply to the course(s) he/she teaches and provide professional learning sessions to faculty members on the use of the Florida Department of Education's course descriptions to enable all teachers to use them as the basis for course-appropriate, standards-based lesson planning.
 - d. Identify what subjects have test item specifications, provided by the Florida Department of Education, determine whether faculty members know how to access and use them, and provide assistance for those who do not use them to ensure they understand how standards are assessed on state assessments.
 - e. Use available professional resources to learn about learning goals and develop a process to monitor whether learning goals assigned to students are based on state standards for the courses in which they are enrolled.
 - f. Interview a random sample of students on what they understand their learning goals to be, ask how they are made aware of those learning goals, and compare students' understanding of learning goals with the actual state standards for the courses in which they are enrolled. Develop a protocol to guide a discussion with teachers about how to monitor whether learning required by state standards is aligned to the learning goals students are actually pursuing.
 - g. Conduct lesson planning conferences with teachers that address how to plan for standards-based instruction and how to monitor student progress toward mastery of those standards. Develop a protocol for enabling teachers to develop standards-based objectives, formative assessments to track progress, and summative assessments to determine student mastery of standards.
 - h. Engage in constructive dialogue with the mentor and growth team on the benefits obtained and obstacles to be overcome.
3. Become proficient in recognition of effective instruction by study and application of contemporary research on effective instructional practices and:
 - a. Deepen capacity to function as an expert observer and diagnostician of teaching and learning issues by gaining familiarity with the *5 Dimensions of Teaching and Learning*

- and the *4 Dimensions of Instructional Leadership*. Completers of the Commissioner's Leadership Academy are a resource.
- b. Develop a core vocabulary on analysis of effective instruction by reviewing the works of Robert Marzano, John Hattie and other nationally recognized experts on effective instruction.
 - c. Consult with the mentor, growth team, and a completer of the Commissioner's Leadership Academy to form a cohort with other school leaders to exchange practice observations and reporting visits.
4. Understand the value of a school-based culture of learning, master, and apply school leader practices that promote team learning and shared mission among a school faculty.
- a. Hold discussions with faculty members that allow expression of their current views on the mission of the school and the role of teachers in student success. Analyze the proportion of the faculty with a belief that teaching quality determines student success and the proportion that believe outside factors beyond the teacher control determine student success. Review national literature to identify examples of schools that overcame outside barriers and generated significant student success and share these examples with faculty members.
 - b. Establish a pattern of frequent classroom walk-throughs and informal observations to note patterns in instructional processes that students receive. Use a range of interpersonal communication skills and tools to provide feedback, coaching, and support to improve teaching.
 - c. Use evidence-based, non-evaluative conversations about teaching and learning to focus teachers on improving use of high effect size instructional strategies.
 - d. Discuss methods to initiate the use of real-time/active coaching skills to improve instruction in the moment with the mentor/growth team, implement the process, and hold constructive, follow-up conversations with faculty to improve your use of this process.
 - e. Manage time and resources to support faculty follow-up on agreed-upon next steps which support their implementation of professional learning and then, identify the next level of work issues related to professional growth. Discuss how this process will be implemented and seek suggestions for improvement with the mentor/growth team.
5. Understand the use of data-based decision making in setting learning goals, monitoring student growth, and making adjustments in supports to student learning. Review professional literature and utilize other resources on the use of data to promote student learning.
- a. Demonstrate effective use of technology to access and examine the various types of student data.
 - b. Meet with a variety of teachers to examine their lesson planning process and discuss what sources of formative data they plan to acquire to track student progress toward meeting lesson goals.

- i. Examine the relationship between the planned data acquisition and the standards of the course;
 - ii. Discuss the methods the teachers plan to use to acquire the data;
 - iii. Discuss how data results will be used to guide further lesson planning actions;
 - iv. Discuss how the data will be shared with students;
 - v. Determine how the data processes that were planned aligned with those that were actually used; and,
 - vi. Prepare and implement faculty presentations to share the most successful data processes observed and invite faculty members to explain these processes to their colleagues.
- c. Review whether teachers involve students in using data to track their own progress on important standards.
- d. Based on analysis of the above activities, use reflective/inquiry coaching skills grounded in student data to debrief an observation and plan next steps for lesson development and determination of student progress.
- e. Determine teachers' understanding and use of a multi-tiered system of supports (MTSS) and discuss with teachers the data processes they use to implement MTSS.
- f. Hold conversations with randomly selected students to gather evidence of their perceptions about the data they receive on their own progress toward mastery of course standards. Discuss with the mentor/growth team what the evidence says about the use of formative evaluation in the students' learning environment.
- 6. Become proficient in two-way communication and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.
 - a. Become familiar with multiple avenues to support effective communication including digital tools and resources and demonstrate effective use of these tools.
 - b. Become skilled at leading conversations that may be difficult.
 - c. Learn about and use a variety of surveys to secure information from all stakeholders about educational issues such as school climate, school environment, faculty satisfaction, educational outcomes, and other issues related to the educational process.
 - d. Create opportunities to engage all stakeholders in constructive conversations about important school issues to promote involvement and maintain records.
 - e. Consult with the mentor and growth team to examine data that reflects progress.
- 7. Understand the *Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida*, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.
 - a. Study the *Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida*.
 - b. Engage in dialogue regarding common violations with the mentor and growth team and legal experts.

- c. Create opportunities to provide information and engage faculty members in dialogue about the *Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida*.

Professional Development Delivery, Follow-Up and Evaluation:

NOTE: To earn credit for an objective, participants must complete the activities for that objective in a manner approved by their mentor and growth team. Evaluation of the participant's work will be done by the mentor and growth team. Evaluation of the component's impact on the participant's instructional leadership capacity will be performed by the participant's supervisor.

7. LEARNING PROCEDURES (Methods):

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

Learning Methods Database Code: I

WHAT

All objectives are preceded by completion of these assignments:

1. Learning Culture Support System:
 - a. Select a peer mentor and growth team to facilitate work on this component. The mentor should have successful experience as a school administrator, be knowledgeable about the focus of the objective(s) under study, and be willing to take part in constructive conversations about the participant's professional growth. The growth team should consist of three to five knowledgeable others with expertise on some aspects of teaching and learning and/or instructional leadership. Agree upon times, methods, and supports that these colleagues will provide during this professional learning experience. NOTE: Mentor/growth team support applies to each objective; however, the mentor/growth team may change for each objective.
 - b. With the mentor/growth team selected, locate and review online descriptions of the methods and purposes of the constructive conversations (See FPLS Standard 9 and other resources provided by FLDOE or PAEC).
2. Florida Principal Leadership Standards:
 - a. To deepen capacity for implementing high quality instructional leadership at the school level, review the indicators in the Florida Principal Leadership Standards with your mentor/growth team, analyze your current capacity to meet the standards, and then, complete the objectives and supporting activities.

HOW:

Component delivery will employ a variety of learning designs, mentor/growth team collaboration, and use of research and/or other resources and tools. Professional learning may occur via face-to-face, blended, or online and occur in a workshop, learning community/lesson study group, or individually.

KEY ISSUES to be included in participant implementation agreements:

Participants will agree to:

1. Participate and engage in structured learning opportunities.
2. Commit to working with a mentor/growth team and to receiving and providing constructive feedback.
3. Meet deadlines for completing implementation and follow-up activities which may require educators to:
 - a. Complete appropriate assignments.
 - b. Complete required professional learning design survey and other surveys that may be related to each of the specific objectives.
 - c. Collect and analyze impact data (teacher and/or student).
 - d. Report and discuss results of impact data (teacher or student) with appropriate individuals.
 - e. Reflect on results and use results to inform decisions about professional practice.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: P

Implementation Support:

Ongoing support will be provided through structured coaching/mentoring or less formal mentoring, involving school, district, or regional leadership personnel, knowledgeable peers, or collegial learning structure such as professional learning community or lesson study group. This process will be contingent on the needs of the participant and may include modeling, practicing, directly observing skill demonstration, conferencing, reflecting orally, and repeating the cycle, if necessary. Web-based resources that provide exemplars will be available for use.

Monitoring Procedures:

Educators will be required to develop and submit appropriate supporting products, which may include, but not be limited to a rubric, checklist, summary of analysis, protocol, meeting agenda, classroom walk-through documentation, coaching log or comments, video exemplar, presentation, case study, portfolio, or written reflections on lessons learned. Participants may also be observed demonstrating implementation of the process or product and supporting materials may be requested.

9. IMPACT EVALUATION PROCEDURES:

Impact Area: Impact of repetitive practice leading to changes in proficiency of educator or leader on the job

Evaluation Methods for Staff Database Code: A

Changes in leadership practices will be observed through the district's school leader evaluation system indicators and/or domains and/or deliberate practice or individual leadership development plan growth targets. Student progress measures will also be examined. Evidence used to document implementation of professional learning may be observation checklists that are aligned with the district's school leader evaluation system, anecdotal records, portfolio, self-reflection, mentor/growth team documentation, artifacts, communication records, and/or climate surveys. Each will be used as appropriate to evaluate changes in proficiency of the leader.

Impact Area: Tracking improvements in student learning growth supported by the professional learning

Evaluation Methods for Students Database Codes: F

Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth.

Who will use the evaluation impact data gathered?

District-level Supervisors, Site-Based Administrators, Mentor/Growth Team Members, Florida Department of Education

10. PROCEDURES FOR USE OF THE COMPONENT’S EVALUATION FINDINGS:

Describe what will be done with the data obtained through the evaluation processes.

The supervisor, school leader, mentor/growth team, faculty members, and other stakeholders (such as SIP team members) will analyze student impact data, document results, review results and discuss impact and implications. The focus will be on the impact of implementation of the professional learning. Specific points that will be addressed are:

1. Extent to which implementation of the high effective size core instructional leadership strategies impact the school’s learning culture focused on continuous improvement of student achievement and college and career readiness.
2. The leader’s proficiency using the tools, skills, and/or strategies that were targeted by the component and whether or not additional coaching, mentoring, or other forms of support may be needed.

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

- a. Online “Professional Learning Design” Survey
- b. Data demonstrating improved/increased communication among educators, educators and parents, educators and students, and/or among students. Evaluative data may be survey data, logs, artifacts, or self-reported data from participants.
- c. School culture and/or climate survey
- d. Surveys that report the frequency and quality of interactions among the participant and mentor/growth team members
- e. Data may be used by district supervisors and instructional teams, mentor/growth teams, site-based administrators, and/or PAEC personnel.

Records of professional learning feedback and completion and will be maintained in the *electronic Professional Development Connections* (ePDC) at the Panhandle Area Educational Consortium.

Department: Professional Development Center

Name(s) of Component Author(s): Panhandle Area Educational Consortium Professional Development Council

INSTRUCTIONAL METHODOLOGY

Component Identifier Number: 2-408-002 or 2-100-001 (ESE)

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the ability to use an understanding of teaching and learning to provide a learning environment which supports intellectual development and critical, creative, and evaluative thinking capabilities of students.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Recognize the developmental level of each student as indicated by behaviors, writings, drawings, etc., and other responses.
2. Stimulate student reflection on previously acquired knowledge and links new knowledge and ideas to already familiar ideas.
3. Draw upon an extensive repertoire of activities that have proven successful in engaging and motivating students at appropriate developmental levels.
4. Develop instructional curriculum with attention to learning theory, subject matter structure, curriculum development, and student development.
5. Present concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development.
6. Analyze student performance standards to identify associated higher-order thinking skills, and designs learning and performance strategies to evoke these higher-order skills.
7. Choose varied teaching strategies, materials, and technologies to expand students' thinking.
8. Assist students in selecting projects and assignments that involve the need to gather information and solve problems.
9. Pose problems, dilemmas, questions, and situations in lessons that involve value knowledge and that require evaluative thinking.
10. Assist students in applying the rules of evidence that govern the acceptability of judgments and conclusions.
11. Guide students in evaluating the plausibility of claims or interpretations in the field of study.
12. Create approaches to learning that are interdisciplinary and that integrate multiple subject areas.
13. Represent concepts through more than one method, such as analogies, metaphors, graphics, models, and concrete materials.
14. Vary his/her role in the instructional process (instructor, coach, mentor, facilitator, audience, critic, etc.) in relation to the purposes of instruction and the students' needs.
15. Monitor student's work and adjusts strategies in response to learner's needs and successes in

creative thinking activities.

16. Propose open-ended projects and other activities in which creative products and innovative solutions are the ultimate objective.
17. Use technology and other appropriate tools to extend the learning environment for students.
18. Understand methods and materials to differentiate instruction.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A3
FPLS:	S8

LEADERSHIP EVALUATION TRAINING

Component Identifier Number: 7-507-004

Maximum Inservice Points: 60

General Objective(s):

The purpose of this component is to provide district leadership staff an overview of the LEA's evaluation model and an in-depth description of how the model and procedures are implemented. Upon completion, staff will be able to describe all components of the LEA's evaluation model and explain how the system and procedures will affect evaluation results.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Identify and describe the LEA's Evaluation Model, its components and procedures.
2. Discuss the cause and effect relationship between instruction and student academic growth as it relates to affecting the results of the LEA's evaluation model.
3. List and describe the evaluation model components and how the results, including teacher observations and student learning, are analyzed.
4. Describe, in detail, available supports to enhance individual's inquiry process to support teacher growth during the evaluation period.
5. Using the evaluation model's framework, identify long and short-term instructional goals to enhance student-learning concurrent with professional growth.
6. Describe how leadership, reflecting on the components of the evaluation model, can support and empower teachers to focus on student achievement.
7. Use the evaluation model framework to describe effective tools and strategies to encourage teachers to work with leadership to improve student learning.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, G, I

Follow-up Methods: M, N, O, P, Q, R

Evaluation Methods: A, C, D, E, F (Student)
A, B, C, D (Staff)

FEAP: B1

FPLS: S3, S4, S6, S7

LESSON STUDY

Component Identifier Number: 2-400-002

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the content knowledge necessary to learn the elements and processes involved in collegial learning through Lesson Study.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Describe and discuss the elements of a lesson study group
2. Identify the steps for setting up a lesson study group
3. Establish a lesson study group and identify the goals of the group
4. Develop and participate in a lesson study and demonstrate the following tasks:
 - a. Identify the research theme for the group study
 - b. Demonstrate facilitation skills to ensure input from all team members
 - c. Identify the lesson or unit for study
 - d. Describe the desired learning outcomes for students at the conclusion of the lesson implementation
 - e. Demonstrate effective group interactions in review and design of lesson
 - f. Document student response to lesson implementation
 - g. Describe intended and non-intended outcomes and re-design of lesson as appropriate
 - h. Reteach as appropriate and document student responses
5. Reflect on process and submit report of process and results.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, F, G

Implementation Methods: M, N, O, P, Q, R, S

Evaluation Methods: A, B, C, D, E, F (Student)
A, B, C, D, Z (Staff)

FEAP: A1, A3, A5

FPLS: S4

MENTAL HEALTH SERVICES

Component Identifier Number: 5-414-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is for staff to gain new information, strategies, and resources appropriate for providing mental health services to students.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Identify new strategies and techniques to be used when providing mental health services to students.
2. Identify resource materials, including commercially prepared materials, which can be used when providing mental health services.
3. Identify materials which can be produced to assist students who are deficient in a given skill area.
4. List and describe strategies and techniques which can be used.
5. Incorporate new strategies and techniques into the counseling objectives.
6. Interpret information gained, strategies and techniques used.
7. Evaluate student progress when utilizing the new strategies and techniques.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A4
FPLS:	S5

MULTICULTURAL SENSITIVITY

Component Identifier Number: 2-412-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the ability to use teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic background.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Accept and value students from diverse cultures, and treat all students equitably.
2. Create a learning environment in which all students are treated equitably.
3. Utilize the cultural diversity and experiences of individual students to enrich instruction for the whole group.
4. Provide a wide range of activities to meet the various students' learning styles.
5. Use appropriate teaching techniques to effectively instruct all students.
6. Use appropriate materials, technology, and resources to assist all students to learn.
7. Use appropriate school, family, and community resources to help meet all students' learning needs.
8. Help students develop shared values and expectations that create a climate of openness, mutual respect, support, and inquiry.
9. Select and use appropriate materials and resources that reflect contributors that are multicultural.
10. Recognize the importance of family situations to support individual learning.
11. Recognize the importance of family and family structure and use this knowledge to support independent learning.
12. Foster student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty by role modeling and through learning activities.
13. Provide learning situations that enable the student to practice skills and knowledge of English needed for success in school and as an adult.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A2, A3
FPLS:	S5

NEW TEACHER INDUCTION

Component Identifier Number: 2-404-001

Maximum Inservice Points: 120

General Objective(s):

Participants will be oriented to their school district to foster a successful teaching and learning experience.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Acquire knowledge of the school district, policies and procedures of state law and DOE rules.
2. Understand the role of the Peer/Mentor Teacher, and learn about other requirements of a teacher new to the district.
3. Demonstrate knowledge and skill in registering in and using the electronic Professional Development Connection (ePDC).
4. Participate in the district induction program.
5. Demonstrate effective classroom management strategies.
6. Demonstrate ability to analyze student assessment data to differentiate instruction.
7. Demonstrate effective communication skills with students, peers and parents.
8. Demonstrate knowledge of subject area standards.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A3
FPLS:	S4

NEXT GENERATION SUNSHINE STATE STANDARDS and/or COMMON CORE

Component Identifier Number: 2-007-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to effectively implement the Next Generation Sunshine State Standards and/or Common Core Standards.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge and understanding of the organization, structure, terminology, and contents of the Next Generation Sunshine State Standards and/or Common Core Standards.
2. Demonstrate ability to locate, interpret, explain and apply specific information on strands, standards, and benchmarks contained within one of more of the Next Generation Sunshine State Standards and/or Common Core Standards to their specific teaching situation(s) and assignment(s).
3. Demonstrate ability to plan, coordinate, manage and assess instruction based on the purpose and content of the benchmarks and sample performance indicators identified in the Next Generation Sunshine State Standards and/or Common Core Standards, appropriate to their specific teaching situation(s) and assignment(s).
4. Demonstrate the ability to use knowledge of the Next Generation Sunshine State Standards and/or Common Core Standards to interpret student tests and other performance data and reports to accurately assess progress, program effectiveness, student learning and needs and plan/modify instructional planning and delivery to maximize student success in meeting the performance expectations of the Next Generation Sunshine State Standards and/or Common Core Standards.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A3, A4
FPLS:	S3, S4

NON-INSTRUCTION: CUSTODIAN/MAINTENANCE

Component Identifier Number: 8-510-001

Maximum Inservice Points: 120

General Objective(s):

To upgrade and update the quality of custodial/maintenance services provided.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Identify the professional custodian/maintenance qualities, characteristics and their role and importance in a school's plant operations.
2. Acquire knowledge of and demonstrate safety procedures in school operations.
3. Demonstrate knowledge of sanitation and school housekeeping.
4. Demonstrate knowledge of floor and carpet care.
5. Gain a working knowledge of broad areas within the custodial field.
6. Demonstrate knowledge of minor and preventive maintenance including climate support and structure and energy conservation.
7. Demonstrate knowledge of grounds care for school.
8. Demonstrate knowledge of the custodial essentials.
9. Demonstrate knowledge and skills in other areas as may be required by Federal/State Laws or guidelines, district policies, school identified needs and/or private subcontractors employed by the district
10. Demonstrate knowledge and skills related to routine maintenance of district facilities and hardware.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, F, G

Implementation Methods: M, N, O, P, Q, R, S

Evaluation Methods: A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

FPLS: S8

NON-INSTRUCTION: EDUCATIONAL PARAPROFESSIONAL/AIDES

Component Identifier Number: 8-506-001

Maximum Inservice Points: 120

General Objective(s):

Participants will develop and/or update attitudes, skills, and knowledge that will enable them to function effectively and efficiently as an educational aids or assistant.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of local student education programs, state and district policies, rules, responsibilities and legal guidelines and instructional practices relevant to the role of paraprofessionals.
2. Demonstrate skills in utilization of behavior management and instructional techniques.
3. Demonstrate skill in recording student behavior and student progress, marking student papers, and other clerical duties associated with classroom, campus and/or school bus.
4. Demonstrate knowledge of emergency first aid procedures to be followed.
5. Demonstrate knowledge of child/adolescent growth and development.
6. Demonstrate skills in assisting in the planning and delivery of effective lessons and instruction.
7. Demonstrate skills related to interpersonal and instructional age appropriate behaviors for students and adults.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FPLS:	S8
FPLS:	S4, S5

NON-INSTRUCTION: FOOD SERVICE TRAINING

Component Identifier Number: 8-505-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide all categories of School Food Service personnel the skills necessary to perform and complete the duties described by their particular job description in order to successfully implement a cost effective School Food Service program that meets the current local, state and federal guidelines and procedures.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of current federal, state and local program guidelines and implement these guidelines in the operation of the program.
2. Demonstrate knowledge and skills in quantity food preparation utilizing quality control standards and meal pattern requirements.
3. Demonstrate knowledge and skills in work simplification techniques and time management and apply these skills to the specific tasks defined in their job.
4. Demonstrate knowledge of appropriate sanitation and safety skills in the workplace.
5. Demonstrate knowledge and skills in the appropriate procedures for the care of equipment and energy conservation techniques.
6. Demonstrate knowledge of and implement appropriate cost control and program accountability procedures.
7. Demonstrate knowledge and skills in other areas as may be required by Federal/State Laws or guidelines, district policies, school identified needs and/or private subcontractors employed by the district.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FPLS:	S8

NON-INSTRUCTION: OFFICE/CLERICAL SUPPORT

Component Identifier Number: 8-509-001

Maximum Inservice Points: 120

General Objective(s):

To expand and maintain the high level of knowledge, skill and competency needed to provide quality office/clerical services to students, teachers, administrators and support staff and other members of the school and district educational community.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of the laws, rules, policies and procedures to govern the operation of the schools and district departments within the scope of the participant's assignment.
2. Demonstrate skill in applying knowledge to provide high quality office/clerical support services.
3. Demonstrate competency in the delivery of office/clerical support services related to the participant's work assignment.
4. Demonstrate knowledge, skills, and behaviors that characterize a disposition of support for the efforts of the school and district.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, F, G

Implementation Methods: M, N, O, P, Q, R, S

Evaluation Methods: A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

FPLS: S8

NON-INSTRUCTION: TRANSPORTATION SERVICE TRAINING

Component Identifier Number: 6-515-001

Maximum Inservice Points: 120

General Objective(s):

1. Participants will develop awareness in the requirements of school bus drivers and/or Bus Attendants that are statutorily mandated.
2. Participants will gain insight into new and innovative techniques available to enhance their performance as Bus Drivers and/or Bus Attendants.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of the role of the bus driver or attendant in a public school transportation setting.
2. Demonstrate knowledge of the various types of buses or other vehicles used in pupil transportation.
3. Demonstrate knowledge of the proper techniques and requirements for vehicle and/or equipment inspections.
4. Demonstrate knowledge of bus operational procedures.
5. Demonstrate improved knowledge of traffic laws and traffic control devices.
6. Demonstrate knowledge of how to properly respond to critical or emergency situations that may occur on a bus (i.e., bus accident, bus fire, etc).
7. Demonstrate knowledge of student loading and unloading procedures.
8. Demonstrate knowledge and skills in other areas as may be required by Federal/State Laws or guidelines, district policies, school identified needs and/or private subcontractors employed by the district.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FPLS:	S8

PHYSICAL AND MENTAL WELLNESS

Component Identifier Number: 6-414-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is for staff to gain new information, strategies, and resources appropriate for recognizing and addressing physical and mental wellness concerns occurring in the education environment.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Know how to identify and help individuals who have a mental or physical wellness issue, such as mental, diabetes, asthma, anxiety, etc.
2. Identify resources within the school and/or community which can be used to provide assistance.
3. Identify signs of stress that may result from factors, such as bullying, trauma, cyber bullying, etc., which may lead to a crisis situation for individuals.
4. Understand the district's protocols for providing assistance with mental and physical wellness of others.
5. Understand best practices used to provide immediate assistance while following the district's protocol.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A4
FPLS:	S5

POLICIES AND PROCEDURES

Component Identifier Number: 8-410-002

Maximum Inservice Points: 120

General Objective(s):

Provide participants the opportunity to participate in activities to increase their knowledge and understanding of their job responsibilities and/or area of interest.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate awareness and knowledge of one or more of the following related to their job responsibility and/or other area of interest.
 - Programs
 - Policies
 - Procedures
 - Resources
 - Strategies
 - Other appropriate topics
2. Stay abreast of new laws and rules appropriate to the job responsibility.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	B1
FPLS:	S8

PRESCHOOL/CHILD CARE

Component Identifier Number: 2-012-001

Maximum Inservice Points: 120

General Objective(s):

All Child Care center personnel, except those specifically exempted, must complete and approved introductory child care training course. The purpose of this component is to provide the opportunity for those day care workers, who otherwise lack appropriate training and credentials, to obtain training in prescribed areas to meet state and local requirements.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of state and local rules that govern childcare, health, safety, and nutrition.
2. Demonstrate knowledge of requirements and resources for identification and report of child abuse and neglect.
3. Demonstrate knowledge of child growth and development.
4. Use developmentally appropriate early childhood curricula.
5. Avoid income-based, race-based, and gender-based stereotyping.
6. Demonstrate knowledge of strategies to involve parents in the program, which may include parenting education, home visitor activities, family support services, coordination, and other activities.
7. Demonstrate knowledge of strategies for interagency coordination.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A2, A3, A4, B1
FPLS:	S4, S5

PROFESSIONAL LEARNING COMMUNITIES

Component Identifier Number: 2-400-001

Maximum Inservice Points: 120

General Objective(s):

Participants will learn the strategies that can be used to create and work with Professional Learning Communities within the school or district setting and participate in a Professional Learning Community.

Specific Objective(s):

Upon completion of one or more of the professional learning activities, participants:

1. Describe and discuss professional learning community models appropriate to district and/or school-based projects/programs
2. Identify the different ways that a professional learning community can be developed: school-wide, grade-levels or departments, book studies, other
3. Identify the steps for setting up a professional learning community
4. Contribute to development of an action plan for setting up a professional learning community
5. Critique the action plan to ensure necessary characteristics for having an effective Learning Community within the school or district are included
6. Learn to develop and implement the following tasks within a professional learning community:
 - ensure that every staff member contributes and works interdependently to achieve a goal
 - clarify intended outcomes within the teams
 - demonstrate facilitation skills that provide support during team meetings
 - recognize collaborative efforts that result in student gains and accomplishments of school goals
 - acknowledge and examine collective individual goals related to the alignment between school and district goals
 - apply the skill of reflective practice
 - recognize/celebrate the accomplishments of individuals and groups
7. Participate as a member of a professional learning community

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional development activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	B1
FPLS:	S4, S5

SCHOOL IMPROVEMENT

Component Identifier Number: 7-512-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to implement a program of inservice training and professional learning to provide members of the school community with the knowledge and skills necessary to participate in learning and implementation of the participants' school improvement plan.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate a clear understanding of the relationship between the specific training(s) and/or professional learning activities they are engaged in and the goal(s) and objectives of their school improvement plan by stating in observable/measurable terms how successful completion of this training and/or professional learning activity is intended to result in changes in teacher/staff behavior and in student performance.*
2. Demonstrate knowledge and skill in the school improvement process by evidence of active participation in the development and implementation of the school improvement plan.
3. Demonstrate familiarity with and a working knowledge of their school improvement plan, as evidenced by an ability to accurately express orally or in writing the substance of the goal(s) and objectives stated in their plan.
4. Demonstrate knowledge and ability to use teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic background.
5. Demonstrate knowledge and ability to use assessment strategies (traditional and alternate) to assist the continuous development of the learner.
6. Demonstrate knowledge and ability to plan, implement and evaluate effective instruction in a variety of learning environments.
7. Demonstrate knowledge and ability to use an understanding of learning and human development to provide a positive learning environment that supports the intellectual, personal, and social development of all students.
8. Demonstrate knowledge and ability to create and maintain a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation.
9. Demonstrate knowledge and ability to use effective communication techniques with students and all other stakeholders.
10. Demonstrate knowledge and ability to use appropriate techniques and strategies that promote and enhance critical, creative, and evaluative thinking capabilities of students.
11. Demonstrate knowledge and ability to use appropriate technology in teaching and learning

processes.

12. Demonstrate knowledge and ability to work with various education professionals, parents, and other stakeholders in the continuous improvement of the education of students.
13. Demonstrate knowledge and ability to engage in continuous professional quality improvement for self and school.
14. Demonstrate knowledge and ability to adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

* Objective #1 must be met for each training and/or professional learning activity conducted under this component.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A2, A3, A4, B1
FPLS:	S1, S2, S3, S6

SCHOOL SAFETY

Component Identifier Number: 6-511-002

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to effectively maintain a safe and orderly school environment.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate ability to effectively establish and maintain discipline and order in the classroom and throughout all areas of the school campus while under their supervision.
2. Demonstrate knowledge of the overall issue of school safety and violence prevention from a national, statewide, regional and local perspective.
3. Demonstrate awareness of the signs of trouble, abuse and unrest in students.
4. Demonstrate knowledge of procedures for notification of appropriate personnel within the school system of potential problems of violence, threats other type of information that may pose a threat to the overall safety of the school, personnel or students.
5. Demonstrate knowledge of procedures for referral of students who may need help or interventions to the proper personnel or agencies within the community.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A2
FPLS:	S6, S8

STUDENT SUPPORT SERVICES – ASSESSMENT/STUDENT APPRAISAL

Component Identifier Number: 8-401-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the ability to use a variety of assessment strategies (traditional and alternate) to measure learning and assist planning for the continuous development of the learner.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Diagnose students' readiness to learn and their individual learning needs and plans appropriate intervention strategies.
2. Use multiple perspectives to diagnose student behavior problems and devise solutions.
3. Recognize students exhibiting potentially disruptive behavior and offer alternate strategies.
4. Assess individual and group performance to design instruction that meets students' current needs in the cognitive, social, emotional, and physical domains.
5. Employ performance-based assessment approaches to determine students' performance of specified outcomes.
6. Assist students in maintaining portfolios of individual work and progress toward performance outcomes.
7. Modify instruction based upon assessed student performance.
8. Guide self-assessment by students and assist them in devising personal plans for reaching the next performance level.
9. Maintain observational and anecdotal records to monitor students' development.
10. Prepare and uses reports of students' assessment results.
11. Review assessment data about individual students to determine their entry-level skills, deficiencies, academic progress, and personal strengths, and to modify instruction-based assessment.
12. Communicate individual student progress knowledgeably and responsibly based upon appropriate indicators to the student, parents, and colleagues using terms that students and parents understand.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A4
FPLS:	S1

STUDENT SUPPORT SERVICES – BEHAVIORAL INTERVENTIONS

Component Identifier Number: 8-403-001

Maximum Inservice Points: 120

General Objective:

To enable instructional personnel to develop, increase and demonstrate knowledge and skills in assessing and designing behavioral supports; identifying the legal and ethical issues pertaining to behavioral strategies; identifying data collection strategies; identifying and interpreting elements of a functional behavior assessment and functional behavioral plan; and to recognize and use various concepts and models of positive behavior management.

Specific Objectives:

Upon completion of this component, participants will be able to:

1. Describe the legal responsibilities one must address when developing and implementing behavioral programs in Florida.
2. Identify the essential ethical principles to be followed in establishing positive behavior supports and specific laws pertaining to conducting functional assessments.
3. Identify the critical themes of Positive Behavior Support.
4. Identify and describe the components of the Positive Behavior Support System.
5. Describe the historical perspectives of the field of applied behavior analysis.
6. Analyze the basic principles of behavior and discuss the importance of appropriate reinforcements and consequences.
7. Identify the concept of the “function of behavior” and apply this concept to behaviors observed in classroom settings.
8. Identify the five-step process for providing positive behavior supports.
9. Identify and define target/problem behaviors.
10. Determine appropriate goals of intervention, strengths and needs, and specific settings for intervention.
11. Identify the essential team members for creating effective plans.
12. Describe the essential components for effective collaboration between families and schools.
13. Demonstrate how to use the person-centered planning process to identify meaningful goals.
14. To examine, utilize and interpret data collection methods for information gathering from both home and school.
15. Demonstrate the five functional assessment methods in the functional behavioral assessment process.
16. Describe the important role of the family in the development of an effective positive behavior support plan.
17. Using observational and interview data, identify patterns or trends surrounding a targeted behavior.
18. Using observational and interview data, describe the relationship between antecedents, behaviors and consequences.
19. Develop a hypothesis based on data collection.
20. Using observational and interview data, identify correlations between curriculum and behavior.

21. Identify guidelines for selecting appropriate for curriculum models for an individual student.
22. Use an instructional checklist to determine the appropriateness of instructional strategies.
23. Using observational data and interview data, develop proactive strategies for developing replacement behaviors in the classroom.
24. Identify lifestyle issues that impact target/problem behaviors.
25. Identify the need for and develop a crisis plan.
26. Identify objective measures for documenting progress.
27. Identify changes in target behaviors and determine appropriate interventions.
28. Utilize a self-check process to determine thoroughness of plans.
29. Identify types of evaluation approaches most appropriate for individual case studies.
30. Identify scientifically based effective classroom management strategies.
31. Select effective instructional techniques that support successful classroom management programs.
32. Establish reward system guidelines and plans for implementing a classroom-wide system.

Professional Development Delivery, Follow-up and Evaluation:

Participants will create and maintain an electronic portfolio consisting of all specified assessment tasks, which will be reviewed for satisfactory completion, and for demonstration of competency of 80% of the objectives, by the module facilitator.

A scoring rubric, developed within the module, will assure consistency in evaluation by module facilitators.

Participants will demonstrate implementation of knowledge learned from this module via e-mail with facilitator on a periodic basis. E-mails will be designed to gather data regarding the level of knowledge acquired and the skills gained, as well as the application of relevant content by the participant in his or her work setting and the effect on job performance.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A4
FPLS:	S5

STUDENT SUPPORT SERVICES – HUMAN RELATIONS/COMMUNICATION SKILLS

Component Identifier Number: 8-406-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the ability to use effective communication techniques with students and all other stakeholders within the school community.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Establish positive interaction in the learning environment that uses incentives and consequences for students to promote excellence.
2. Establish positive interactions between teacher and student that are focused upon learning rather than procedures or behavior.
3. Communicate effectively, in both verbal and nonverbal styles with all students, including those with handicapping conditions and those of varying cultural and linguistic backgrounds.
4. Communicate with and challenge all students in a positive and supportive manner.
5. Communicate to all students high expectations for learning.
6. Maintain standards of mutually respectful interaction during individual work, cooperative learning, and whole group activities.
7. Provide all students with opportunities to learn from each other.
8. Motivate, encourage, and support individual and group inquiry.
9. Encourage student's desire to receive and accept constructive feedback on individual work and behavior.
10. Communicate with colleagues, school and community specialists, administrators, and parents' consistently and appropriately.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A2
FPLS:	S9

STUDENT SUPPORT SERVICES – LAWS, RULES, POLICIES, PROCEDURES

Component Identifier Number: 8-410-001 or 8-103-001 (ESE)

Maximum Inservice Points: 120

General Objective(s):

Provide participants the opportunity to participate in activities to increase their knowledge and understanding of their job responsibilities and/or area of interest.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

3. Demonstrate awareness and knowledge of one or more of the following related to their job responsibility and/or other area of interest.
 - Programs
 - Policies
 - Procedures
 - Resources
 - Strategies
 - Other appropriate topics
4. Stay abreast of new laws and rules appropriate to the job responsibility.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, F, G

Follow-up Methods: M, N, O, P, Q, R, S

Evaluation Methods: A, B, C, D, E, F (Student)
A, B, C, D, Z (Staff)

FEAP: B1

FPLS: S8

STUDENT SUPPORT SERVICES: PARENT INVOLVEMENT & COMMUNICATION

Component Identifier Number: 8-413-002 or 8-104-001 (ESE)

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively involve parents as active partners in school improvement and student achievement.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Utilize effective methods when communicating with parents verbally and in written form.
2. Demonstrate awareness of school and district policies and plans regarding parent involvement.
3. Demonstrate strategies that engage parents in their child's education.
4. Demonstrate awareness of research-based programs and services to assist families in becoming more involved in their child's education.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional development activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, F, G

Implementation Methods: M, N, O, P, Q, R, S

Evaluation Methods: A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

FEAP: B1

FPLS:

S9

STUDENT SUPPORT SERVICES: PROBLEM SOLVING TEAMS

Component Identifier Number: 8-415-001

Maximum Inservice Points: 120

General Objective:

To enable instructional and support services personnel to increase knowledge and skills in identifying the purpose and essential components of problem solving teams; leading and developing problem solving teams; identifying data collection methods; the use and interpretation of student data; identification of learning interventions; effectiveness of intervention strategies; and the use of step by step problem solving processes.

Specific Objectives:

Upon completion of this component, participants:

1. Describe research based solving process and strategies.
2. Identify situations where the application of a problem solving process would be appropriate.
3. Identify the essential members of a problem solving team.
4. Identify targeted behaviors/targeted needs.
5. Describe academic and behavioral interventions that can be used as part of problem solving process.
6. Identify the skills needed by each team member.
7. Describe the leadership skills needed to lead a problem solving team.
8. Identify data gathering tools needed to carry out the problem solving process.
9. Analyze examples of student data and match possible interventions to the situation.
10. Describe the essential components for effective collaboration between families and schools.
11. Demonstrate how to use the person-centered planning process to identify meaningful goals.
12. Identify guidelines for selecting appropriate for curriculum models for an individual student.
13. Using observational data and interview data, develop proactive strategies for developing replacement behaviors in the classroom.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	B1
FPLS:	S8

STUDENT SUPPORT SERVICES: PROGRAM ADMINISTRATION, EVALUATION, AND ACCOUNTABILITY

Component Identifier Number: 8-417-001

Maximum Inservice Points: 120

General Objective:

To enable instructional and support services personnel to increase knowledge and skills in program administration, evaluation, and accountability; the use and interpretation of student and program data to determine effectiveness; identification of and use of appropriate organizational methods; and the problem solving processes.

Specific Objectives:

Upon completion of this component, participants:

1. Demonstrate understanding of legal and ethical standards
2. Identify and use appropriate organizational techniques
3. Identify and demonstrate appropriate collaboration skills
4. Demonstration of the use of the problem solving process
5. Identify the responsibilities of program oversight
6. Identify the procedures involved in program administration and evaluation

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	B1
FPLS:	S8

STUDENT AND INSTRUCTIONAL SUPPORT: SCHOLARSHIPS, FINANCIAL AID, AND EDUCATIONAL TRANSITIONS

Component Identifier Number: 8-418-001

Maximum Inservice Points: 120

General Objective:

To enable instructional and support services personnel to increase knowledge and skills in identifying the purpose and essential components in Educational Planning and Post-Secondary Transition; identifying the developmental stages of career and post-secondary educational planning; identifying useful tools and strategies to aid in post-secondary planning; the use and interpretation of student records and data; educational transitional issues and requirements for students with disabilities; identification of scholarship and financial aid opportunities; navigation of post-secondary admissions; identification of important family issues during educational transitions and the identification of effective strategies to improve student post-secondary outcomes.

Specific Objectives:

Upon completion of this component, participants:

1. Identify the components involved with Educational Planning and Post-Secondary Transition
2. Identify the appropriate strategies for the different stages of Post-Secondary planning
3. Identify the appropriate legal issues that are involved in seeking admission into Post-Secondary educational institutions
4. Demonstrate knowledge of the scholarship and financial aid processes
5. Identify appropriate skills needed to navigate the post-secondary admissions process
6. Demonstrate knowledge of the role and rights of student's families in the post-secondary educational system
7. Identify self-determination skills that help students become successful post-secondary students.
8. Identify post-secondary options for students wishing to move directly into the workforce

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	B1
FPLS:	S8

STUDENT SUPPORT SERVICES: SECTION 504/AMERICANS with DISABILITIES ACT

Component Identifier Number: 8-419-101

Maximum Inservice Points: 120

General Objective(s):

To provide educators and staff with opportunities to develop and/or update knowledge necessary to maximize the equity of educational services to students with disabilities

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with this component, participants:

1. Demonstrate knowledge of requirements of Section 504 of the Rehabilitation Act as amended.
2. Identify the student characteristics and criteria for review in regards to implementation of Section 504 nondiscrimination requirements.
3. Demonstrate knowledge of legal obligations of the school and district as defined in section 504.
4. Understand how to make a determination as to whether a 504 Plan should be developed for students and the protections afforded to 504 students.
5. Communicate effectively to parents and the school community the determination and compliance with section 504.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, F, G

Implementation Methods: M, N, O, P, Q, R, S

Evaluation Methods: A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

FEAP: A1, A3

FPLS: S6, S8

**STUDENT SUPPORT SERVICES:
SERVICE COORDINATION, COLLABORATION, INTEGRATION**

Component Identifier Number: 8-420-001

Maximum Inservice Points: 120

General Objective(s):

To enable instructional and support services personnel to increase knowledge and skills in identifying the purpose and essential components of Service Coordination, Collaboration, Integration; leading and developing collaborative teams; identifying agencies and professional services required to insure student integration; identifying methods of student and instructional integration into the educational environment; identifying data collection methods; the use and interpretation of student data; identification of learning interventions; effectiveness of intervention strategies; and the use of coordinated intervention processes.

Specific Objectives:

Upon completion of this component, participants:

1. Identify situations requiring collaboration and coordination
2. Identify required members of collaborative teams
3. Develop effective collaborative teams of professionals
4. Use the collaborative process to design effective student service plans
5. Interpretation and use of relevant student data
6. Make instructional and program adjustments as a result of student data results
7. Identify the skills required to lead effective collaborative teams.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	B1
FPLS:	S8

STUDENT AND INSTRUCTIONAL SUPPORT: STUDENT MOTIVATION

Component Identifier Number: 8-421-001

Maximum Inservice Points: 120

General Objective:

To enable instructional and support services personnel to increase knowledge and skills in identifying the purpose and essential components of student motivation and student involvement; identifying the legal and ethical issues pertaining to student motivation; research based school wide and classroom structures and strategies; identifying data collection strategies and how design group and individualized motivational process.

Specific Objectives:

Upon completion of this component, participants:

1. Identify appropriate motivational techniques
2. Identify legal and ethical issues that pertain to student motivation
3. Identify essential components of effective student motivational techniques
4. Describe the elements of effective student engagement
5. Identify data collection strategies
6. Describe the process of designing group and individualized motivation
7. Describe the data based decision based instructional as it applies to student motivation

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	B1
FPLS:	S8

STUDENT AND INSTRUCTIONAL SUPPORT: STUDENT RECORDS

Component Identifier Number: 8-422-001

Maximum Inservice Points: 120

General Objective:

To enable instructional and support services personnel to increase knowledge and skills in identifying the purpose and essential components of effective student and school record development and maintenance; identifying data collection methods; confidentiality issues involved with record keeping and sharing; state and federal regulations that must be followed; and the use and interpretation of student data contained in student records.

Specific Objectives:

Upon completion of this component, participants:

1. Demonstrate knowledge of the state and federal rules involved in the process of building and maintaining student records.
2. Identify data that should be part of a student record and the proper procedures for gathering that data
3. Demonstrate knowledge of legal issues in the proper use of student record information.
4. Identify sources of information collected in student records.
5. Identify the proper process for storage of student records.
6. Identify how the data collected in student records could be used to aid in the educational process.
7. Demonstrate knowledge of proper methods of record transfer and sharing.
8. Identify the different types of student information included in student records.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	B1
FPLS:	S8

SUBJECT CONTENT: ADULT EDUCATION

Component Identifier Number: 1-301-001

Maximum Inservice Points: 120

General Objective(s):

To provide participants with opportunities to obtain or advance knowledge, and competencies to enhance the quality of adult education and adult preparatory programs in Florida by enabling persons to earn a high school diploma and/or improve basic academic skills.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Identify the characteristics of an adult learner.
2. Recognize the teaching and learning styles that are effective with adult learners.
3. Develop lesson plans that incorporate higher-order thinking and problem-solving skills appropriate to adult learners.
4. Practice using real-life materials and creative simulations to make the learning relevant to participants' prior experiences and background knowledge.
5. Integrate technology into the classroom.
6. Increase content and context knowledge in selected areas in order to create a curriculum that meets the specific needs of each adult learner enrolled in one or more of the following programs:
 - Adult Basic Education (ABE)
 - Adult ESOL or Adult ESL
 - Adult general education
 - Adult high school credit program
 - Basic literacy; beginning literacy
 - Family literacy; functional literacy
 - Continuing workforce education
 - GED preparation
 - Non-credit/lifelong learning courses of an educational nature

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A2, A3, B1
FPLS:	S3

1. IDENTIFICATION:

TITLE: Subject: English/Language Arts

COMPONENT NUMBER: 1-008-001/1-105-006(ESE)

Function: 1

Focus Area: 008 or 105

Local Sequence Number(s): 001 / 006 (ESE)

POINTS TO BE EARNED: 120 Maximum

2. DESCRIPTION: This component will provide teachers with a structured professional learning process coupled with collegially-supported implementation experiences. Purposes are to deepen teachers' subject content knowledge of the *Language Arts Florida Standards (LAFS)* and pedagogical content knowledge regarding the selection and use of high effect size instructional strategies to provide standards-based instruction to assigned students, based on Florida's state-adopted academic standards for the course(s) taught.

3. LINK(s) TO PRIORITY INITIATIVES: identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- ☒ Academic content standards for student achievement
- ☒ 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
- ☐ Mastery of a specific leadership practice
- ☒ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements

☐ Other: Parent communication to increase involvement

4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT: Florida Protocol Standards supported by this component:

	Educator	School	District
Planning	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2.1.1, 2.2.1	
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5	<input checked="" type="checkbox"/> 2.2.2, 2.2.3, 2.2.4	
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"/> 3.2.2
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.5		

☐: Check here if not significantly related to any Protocol Standard

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

6. SPECIFIC LEARNER OUTCOMES: Professional educators will:

1. Learning Culture Supports: Identify peer or mentor educators, instructional coach, or administrator who will provide constructive feedback on implementation efforts and agree upon the times, methods, and supports that these colleagues will provide during the professional learning cycle.
2. Standards-based Instruction: Select grade level-specific *Language Arts Florida Standards (LAFS)* from Florida's course description of the course or courses being taught, as the target of professional study and complete these activities:
 - a. Based on reviews of available student assessment data and discussions with teachers in grades below and above, identify the *LAFS* that are most challenging to students.
 - b. Select one or more of these standards for deeper study and discuss the aspects of the standard(s) that are most important for student mastery with mentor colleagues, instructional coach, or content experts.
 - c. Determine if there are test item specifications related to the selected standard. If so, locate and review the Florida Department of Education's Test Item Specifications to analyze what aspects of the standard(s) are assessed on state assessments and how they are assessed.
 - d. Confer with support colleagues and seek resources and/or opportunities to gain a deeper understanding of the targeted content.

3. Research-Based Instructional Processes: Review contemporary research on high effect size instructional strategies and select one or more high effect size instructional strategies as the target(s) of the professional study and:
 - a. Identify, review and discuss with a supervisor or instructional coach, a variety of high effect size strategies that may be useful with the standard(s) selected, the targeted students, and that may be linked to indicators in the district's performance evaluation system.
 - b. Select a specific high effect size strategy for study and implementation and learn how and when to implement the strategy to meet the needs of all students.
 - c. Develop lesson plan(s), with clearly stated learning goals, based on the selected *LAFS*. Incorporate the high effect size instructional strategy(ies), selected for study, and a plan to assess student learning. Review the plan with support colleagues and explain the rationale for the plan with attention to students' learning needs and a multi-tiered system of supports.
 - d. Implement the lesson plan(s), assess and track progress on learning goals with selected students, discuss with support colleagues the observed impact on students, and what, if any improvements might be attempted during subsequent implementations.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: I

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

WHAT

Participants will learn and become proficient in 1) identifying crucial aspects of the most challenging, course-related, *LAFS*; 2) determining the high effect size instructional strategy(ies) most useful with the selected standard(s) and targeted students; and 3) implementing the selected high effect size strategy with the selected standard(s) and targeted students. Participants will review professional literature and other resources related to high effect size strategies and content standards. Modeling may occur and participants will have opportunities to practice using the strategy(ies) individually and/or collaboratively. Constructive feedback will be provided by the facilitator/presenter or via peer-to-peer format and expert coaching and/or mentoring may occur.

HOW

Component delivery will employ a variety of learning designs including face-to-face, blended, or online and occur in a workshop, learning community/lesson study group, or as an individual study with collegial support.

KEY ISSUES to be Included in Participant Implementation Agreements

Participants will agree to:

1. Participate and engage in structured and/or independent learning opportunities.
2. Meet deadlines for completing implementation and follow-up activities which may require educators to:

- a. Complete required professional learning design survey.
- b. Plan and/or discuss implementation with support colleagues.
- c. Complete appropriate assignments, such as lesson plans.
- d. Collect and analyze student impact data.
- e. Report and discuss results of student impact data with support colleagues and other appropriate individuals.
- f. Reflect on results and use results to inform decisions about instructional practices.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: P

Implementation Support:

Ongoing support and constructive feedback regarding implementation will be provided through interactions among the educator and pre-determined peer and/or mentor educators or in a formalized coaching process. The process will be contingent on the needs of the participant and may include modeling, practicing, observing a peer directly, reflecting orally, conferencing with actionable feedback, and repeating the cycle, if necessary. Web-based resources that provide exemplars will be available for support.

9. IMPACT EVALUATION PROCEDURES:

Impact Area: Impact of repetitive practice leading to changes in proficiency of educator or leader on the job.

Evaluation Methods for Staff Database Code: A

Changes in classroom practices will be observed through the district's instructional evaluation system indicators and/or domains and/or deliberate practice or IPDP growth targets. Student progress measures will also be examined. Evidence used to document classroom implementation of professional learning may be observation checklists that are aligned with the teacher evaluation system, anecdotal records, self-reflection, peer or mentor educator communication, professional learning community documentation, and/or teacher-provided artifacts such as lesson plans, samples of student work, and assessments.

Impact Area: Tracking improvements in student learning growth supported by the professional learning.

Evaluation Methods for Students Database Code B:

Results of school/teacher-constructed student growth measure(s) that track student progress.

Who will use the evaluation impact data gathered?

Teachers, support colleagues, instructional coaches, site-based administrators, and district instructional staff

Individual teachers will use impact data to determine the impact of strategy implementation on students' mastery of targeted *LAFS* and to inform decisions regarding instructional practice.

Site-based administrators, instructional coaches and district instructional staff will use impact data to determine how strategy implementation affects students' mastery of targeted *LAFS* and to inform decisions regarding teacher professional learning needs.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Describe what will be done with the data obtained through the evaluation processes.

Teachers will analyze student impact data, document results, and review results with support colleagues, instructional coach, and/or site-based administrator or other designated individual. The focus will be on the impact of implementation of the high effect size strategies for standards-based instruction to assigned students based on the *LAFS* for the course(s) taught.

What other forms of evaluation data will be gathered?

- a. Online "Professional Learning Design" Survey
- b. Results of state or district-developed/standardized student growth measure(s), portfolios of student work, observation of student performance, or other performance assessment(s) that reveal impact on students' mastery of standards-based learning goals and objectives.
- c. Data may be used by teachers, peer groups, site-based administrators, district instructional staff and/or PAEC personnel.

Records of professional learning feedback and completion will be maintained in the electronic Professional Development Connections (ePDC) at the Panhandle Area Educational Consortium.

Department: Professional Development Center

Name(s) of Component Author(s): Panhandle Area Educational Professional Development Council

SUBJECT CONTENT: FINE ARTS

Component Identifier Number: 1-000-001 or 1-105-008 (ESE)

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively teach the appropriate fine arts content standards.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and interrelate topics from a variety of perspectives, interests, and point of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A3
FPLS:	S4, S5

SUBJECT CONTENT: HEALTH AND SAFETY

Component Identifier Number: 1-005-001 or 1-105-003 (ESE)

Maximum Inservice Points: 120

General Objective(s):

To provide teachers and staff with the content knowledge necessary to effectively teach health education content.

Specific Objective(s):

Upon completion of one or more of the professional learning activities in this component, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on the curriculum frameworks, student performance standards, and student needs, abilities and interests.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A3
FPLS:	S4, S5, S8

SUBJECT CONTENT: MATHEMATICS

Component Identifier Number: 1-009-001 or 1-105-002 (ESE)

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Next Generation Sunshine State Standards and/or Common Core Math Standards into mathematics content.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students' to approach and to inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A3
FPLS:	S3, S4

SUBJECT CONTENT: MEDIA CONTENT

Component Identifier Number: 1-407-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively access rich media materials in a variety of formats.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate assistance to students in developing habits of independent reference work and accessing references through technology.
2. Demonstrate ability to organize library material, equipment and facilities.
3. Maintain a process for sorting, weeding and purchasing up to date collections.
4. Communicate accurate knowledge of books and authors in the collection and assist students with reading selections.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	B1
FPLS:	S4, S5

SUBJECT CONTENT: OTHER CONTENT AREAS

Component Identifier Number: 1-007-001 or 1-105-009 (ESE)

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively integrate curriculum into the Next Generation Sunshine State Standards.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and inter-relate topics from a variety of perspectives, interests, and point of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. Each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A3
FPLS:	S4

SUBJECT CONTENT: PHYSICAL EDUCATION

Component Identifier Number: 1-011-001 or 1-105-010 (ESE)

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Next Generation Sunshine State Standards into physical education content.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Understand and communicate the knowledge that physical activity promotes health and that students must be given opportunities to gain the knowledge and skills needed to adopt active lifestyles.
2. Demonstrate knowledge of the National Standards for Physical Education.
3. Understand and demonstrate understanding and respect for differences among people in physical activity settings.
4. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A3
FPLS:	S4, S5

SUBJECT CONTENT: READING

Component Identifier Number: 1-013-001 or 1-105-011 (ESE)

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Next Generation Sunshine State Standards and Common Core Standards into reading content.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field to a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A3
FPLS:	S4, S5

SUBJECT CONTENT: SCIENCE

Component Identifier Number: 1-015-001 or 1-105-004 (ESE)

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Next Generation Sunshine State Standards into Science Content.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and to inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A3
FPLS:	S4, S5

SUBJECT CONTENT: SOCIAL STUDIES

Component Identifier Number: 1-016-001 or 1-105-013 (ESE)

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Next Generation Sunshine State Standards into Social Studies content.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and to inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, F, G

Implementation Methods: M, N, O, P, Q, R, S

Evaluation Methods: A, B, C, D, E, F (Student)
A, B, C, D, Z (Staff)

FEAP: A1, A3

FPLS: S4, S5

SUBJECT CONTENT: FOREIGN (WORLD) LANGUAGE

Component Identifier Number: 1-004-001

Maximum Inservice Points: 120

General Objective(s):

To provide Foreign Language teachers with the content knowledge necessary to effectively teach foreign language content

Specific Objective(s):

Upon completion of one or more professional learning activities in this component, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on the curriculum frameworks, student performance standards, and student needs, abilities and interests.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A3
FPLS:	S4, S5

SUBSTANCE ABUSE PREVENTION

Component Identifier Number: 6-403-001

Maximum Inservice Points: 120

General Objective(s):

Participants will become familiar with signs and symptoms of substance abuse and the strategies and approach that can be used for prevention.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Acquire knowledge of the signs and symptoms associated with the identification of suspected substance abuse in school age children.
2. Acquire knowledge of the skills and strategies for educating students about the dangers of substance abuse.
3. Demonstrate skills and strategies for educating students about the dangers of substance abuse in school age children.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1
FPLS:	S8

SUBSTITUTE TEACHER

Component Identifier Number: 8-506-002

Maximum Inservice Points: 120

General Objective(s):

Substitute teachers will acquire the knowledge, skills, and attitudes necessary for effectively carrying out their job responsibilities.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate knowledge of school system's philosophy and goals, and the regulations concerning substitute teachers.
2. Demonstrate effective classroom management techniques.
3. Prepare and/or carry out lesson plans.
4. Perform appropriate school procedures, i.e., attendance, schedules, and emergencies.
5. Demonstrate effective teaching/learning and instructional management practices.
6. Demonstrate skills related to interpersonal and instructional age appropriate behaviors for students and adults.
7. Demonstrate knowledge, skills, and behaviors that characterize a disposition of support for the efforts of the schools and district.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAPS:	B1
FPLS:	S8

TEACHER EVALUATION TRAINING

Component Identifier Number: 7-507-003

Maximum Inservice Points: 60

General Objective(s):

The purpose of this component is to provide teachers an overview of the LEA's evaluation model and an in-depth description of how the model and procedures are implemented. Upon completion, participants will be able to describe all components of the LEA's evaluation model and how the system and procedures will impact teacher evaluation.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Identify and describe the LEA's Evaluation Model, its components and procedures.
2. Discuss the cause and effect relationship between instruction and student academic growth as it relates to affecting the results of the LEA's evaluation model.
3. List and describe the evaluation model components and how the results, including teacher observations and student learning, are analyzed.
4. Describe, in detail, available supports to enhance individual's inquiry process to support teacher growth during the evaluation period.
5. Using the evaluation model's framework, identify long and short-term instructional goals to enhance student-learning concurrent with professional growth.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their in-service leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods: A, B, C, D, I

Follow-up Methods: M, N, O, P, Q, R, S

Evaluation Methods: A, C, D, E, F (Student)
A, B, C, D, Z (Staff)

FEAP: B1

FPLS: S4, S7

TECHNOLOGY APPLICATIONS STRATEGIES

Component Identifier Number: 3-003-001

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the knowledge and skills needed to increase productivity, maintain appropriate records and stay abreast of emerging technologies.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology.
2. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.
3. Use technology resources to engage in ongoing professional learning and lifelong learning.
4. Apply technology to increase productivity.
5. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.
6. Use a wide variety of instructional technologies including hardware and software such as CD-ROM, interactive video, digital cameras, scanners, electronic libraries and web-based resources.
7. Continually review and evaluate educational software to determine its appropriateness for instruction and management and share findings with others.
8. Teach students to use available computers and other forms of technology at the skill level appropriate to enable success and maintain interest.
9. Use appropriate technology to construct teacher materials, e.g. construct assessment exercises, prepares programmed instruction, uses work processing, produces graphic materials, etc.
10. Recognize the importance of family and family structure to the individual learner and uses knowledge of the student's family situation to support individual learning.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A3, B1
FPLS:	S8

1. IDENTIFICATION:

TITLE: Technology for Educational Leaders

COMPONENT NUMBER: 7-507-005 –005

Function: 7

Focus Area: 507

Local Sequence Number(s): 001 or 002, respectively

POINTS TO BE EARNED: 120 Maximum

2. DESCRIPTION: Educational leaders will gain skills required to model and implement *International Society for Technology in Education Standards- Administrators* as they enrich their professional practice, lead the vision for technology integration throughout the school or district, identify quality digital learning processes in classrooms, use technology to access and analyze student and faculty data for the purpose of instructional planning and improvement at the school or district level, and serve as positive models for students, colleagues, and the community.

3. LINK(s) TO PRIORITY INITIATIVES: identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- ☐ Academic content standards for student achievement
- ☒ 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:
- ☒ Mastery of a specific leadership practice: Engages in data analysis for instructional planning and improvement.
- ☒ Multi-tiered System of Supports (MTSS)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☒ Professional and ethical behavior

☐Regulatory or compliance requirements

☒Other: Parent communication to increase involvement

4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:

	<u>Educator</u>	<u>School</u>	<u>District</u>
Planning	<input checked="" type="checkbox"/> 1.1.3	<input checked="" type="checkbox"/> 2.1.1	<input checked="" type="checkbox"/> 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6
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	<input checked="" type="checkbox"/> 3.2.1, 3.2.4, 3.2.5 —
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.2, 1.3.3	<input checked="" type="checkbox"/> 2.3.1	<input checked="" type="checkbox"/> 2.3.3, 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4	<input checked="" type="checkbox"/> 2.4.1, 2.4.2, 2.4.4, 2.4.5	<input checked="" type="checkbox"/> 3.4.3, 3.4.4, 3.4.5

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

6. SPECIFIC LEARNER OUTCOMES: Educational leaders will:

1. Use appropriate survey(s) or other tools, such as those in the TIM system (TIM, TUPS, TIM-O, ARTI, TIM Administrative Center) to determine the level of technology use in teaching and/or among leaders, levels of experience in using a variety of digital tools and resources, and to identify professional development needs of educators and or leaders, regarding use of technology.
2. Learn to recognize quality digital learning processes in classrooms that support research-evidenced high impact strategies, are based on Florida's content and technology standards and provide learning experiences that meet the needs of all students.
3. Learn how digital tools may be used to implement the principles of Universal Design for Learning (UDL) throughout the design of MTSS, so that all students may have equal opportunities to learn, and to identify quality implementation of these principles in classrooms.
 - a. Learn to use digital tools and resources for curriculum planning: to access information about course benchmarks; create instructional materials; provide individualized instruction; support the assessment cycle; and/or map curricula by grade level and content.

4. Become familiar with state guidelines as they apply to technology integration at the school and/or district level and learn how to access the most current information.
5. Learn and practice using digital tools and resources for individual or collaborative professional learning.
6. Use digital tools and resources to gather feedback and/or access and analyze student and educator data for the purpose of instructional planning and planning for improvement/growth at all levels (SIP, IPDP, and DP).
7. Use a variety of digital tools and formats to communicate information and ideas or to collaborate with other leaders, faculty and staff, parents, students, community partners and other stakeholders to enhance involvement and support educator and student success.
8. Learn, practice, demonstrate and promote exemplary digital citizenship and responsibility.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: I

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

WHAT

Participants will learn and become proficient in applying technology solutions, skills, and/or strategies to: a) support leadership functions; b) for instruction, assessment, and communication; c) and to recognize high-quality digital integration into instruction. Modeling will occur and participants will have opportunities to discuss and practice using the tools, applications, and/or technology-infused strategies individually and/or collaboratively. Feedback will be provided by the facilitator/presenter or via peer-to-peer format and expert coaching and/or mentoring may occur.

HOW:

Component delivery will employ a variety of learning designs including face-to-face, blended, or online and occur in a workshop, learning community, or individually.

KEY ISSUES to be included in Participant Implementation Agreements

Participants will agree to:

1. Participate and engage in structured learning opportunities.
2. Meet deadlines for completing implementation and follow-up activities which may require leaders to:
 - a. Complete appropriate assignments that may include surveys and/or plans.
 - b. Complete required professional learning design survey.
 - c. Collect and analyze impact data.
 - d. Report and discuss results of impact data with appropriate individuals.
 - e. Reflect on results and use results to inform decisions about professional leadership practices and to guide development of plans for educator, student, school, or district-level progress.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: P

Implementation Support:

Ongoing support will be provided through mentoring that may include school or district technology support personnel, knowledgeable peers, or via collegial learning structure, such as professional learning community. This process will be contingent on the needs of the participant and may include modeling, practicing, observing skill demonstration, conferencing, reflecting orally, reviewing and revising, and repeating the cycle, if necessary. Web-based resources that provide exemplars will be available for use.

Monitoring Procedures:

Leaders will be required to development and submit a product such as a school or district level action/technology plan, video exemplar, examples of digital-based communication, report, data summary, case study, classroom walkthrough data and/or feedback, or written reflections on the implementation process.

9. IMPACT EVALUATION PROCEDURES:

Impact Area: Changes in instructional leadership or faculty development practices (observed or measured impact on leader proficiency, faculty or students).

Evaluation Methods for Staff Database Code: B

Changes in the leader's practices will be observed through the district's evaluation system indicators and/or domains and/or deliberate practice of learning plan growth targets. Faculty and student measures may also be examined. Evidence used to document implementation of professional learning may be observation checklists that are aligned with the school or district leader evaluation system, anecdotal records, self-reflection, professional learning community documentation, artifacts, reports, planning documents, communication records, and/or climate surveys. Each will be used, as appropriate, to evaluate changes in proficiency of the leader.

Impact Area: Tracking improvements in student learning growth supported by the professional learning.

Evaluation Methods for Students Database Code: F

Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth.

Who will use the evaluation impact data gathered?

Site-Based Administrators, District Technology Coordinators, School Improvement Teams, and District Leadership Development Director

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Describe what will be done with the data obtained through the evaluation processes.

Leaders will analyze faculty, staff, and/or impact data, document results, and review results, with the

appropriate individual. The focus will be on the impact of implementation of the professional learning. Specific points that will be addressed are:

1. Extent to which use of technology solutions impacted faculty development, teacher instructional practices, student learning, engagement, and school and/or classroom environment.
2. The leader's proficiency using the tools, skills, and/or strategies that were targeted by the component and whether or not additional mentoring, or other forms of support may be needed.

What other forms of evaluation data will be gathered?

- a. Online "Professional Learning Design" Survey
- b. Data demonstrating improved/increased communication among leaders, school faculty and staff, district leaders. Evaluative data may be survey data, logs, artifacts, or self-reported data from participants.
- c. Data demonstrating effective planning and/or use of digital tools and/or resources.
- d. Data may be used by site-based administrators, district technology coordinators, other district leaders and/or PAEC personnel.

Records of professional learning feedback and completion will be maintained in the *electronic Professional Development Connections* (ePDC) at the Panhandle Area Educational Consortium.

Department: Panhandle Area Educational Consortium Professional Development Center

Name(s) of Component Author(s): Panhandle Area Educational Consortium Professional Development Center

1. IDENTIFICATION:**TITLE:** Technology in the Classroom/Digital Curriculum**COMPONENT NUMBER:** 3-408-001 or 3-100-002 (ESE)**Function:** 3**Focus Area:** 408 or 100**Local Sequence Number(s):** 001 or 002, respectively**POINTS TO BE EARNED: 120 Maximum**

2. DESCRIPTION: Participants will gain skills required to model and implement *International Society for Technology in Education Standards- Students* as they design, implement, and assess learning experiences which will engage students, support Florida Standards-based instruction, and improve students' learning outcomes. Participants will also refer to and apply *International Society for Technology in Education Standards - Educators* as they enrich their professional practice and serve as positive models for students, colleagues, and the community.

3. LINK(s) TO PRIORITY INITIATIVES: identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- ☒ Academic content standards for student achievement
- ☒ 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: Use digital tools to provide students' opportunities to synthesize, analyze, and summarize information.
- ☐ Mastery of a specific leadership practice:
- ☒ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☒ Professional and ethical behavior

- ☐ Regulatory or compliance requirements
- ☒ Other: Parent communication to increase involvement

4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT: Florida Protocol Standards supported by this component:

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.3	<input checked="" type="checkbox"/> 2.1.1	
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6		
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.2, 1.3.3		
Evaluating	<input checked="" type="checkbox"/> 1.4.1, 1.4.2, 1.4.3, 1.4.4,		

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

6. SPECIFIC LEARNER OUTCOMES: Professional educators will:

1. Use an appropriate survey(s), to determine how technology is used in teaching, levels of experience in using a variety of digital tools and resources, and to identify professional development needs of educators, regarding use of technology.
2. Integrate academic and pedagogical content knowledge with use of technology to provide learning experiences based on Florida's content and technology standards.
3. Learn about and practice using a wide variety of digital tools and resources and from them, select the most appropriate resources to enhance specific, Florida Standards-based lessons and to provide customized, individualized learning experiences based on students' interests and/or learning needs.
4. Use digital tools and resources to engage students in real-world learning experiences associated with specific subject matter/content standards.
5. Create opportunities for students to use digital tools to access, analyze, synthesize, and summarize information aligned to subject content standards.
6. Use technology to develop and deliver Florida Standards-aligned formative and summative assessments and use results to inform teaching and learning.
7. Learn about and use digital tools to implement the principles of Universal Design for Learning (UDL) in order to remove barriers so that all students may have equal opportunities to learn.
8. Use digital resources to produce products to demonstrate Florida Standards-aligned content learning in multiple fashions.

9. Learn and practice using digital tools and resources for individual or collaborative professional learning.
10. Use a variety of digital tools and formats to communicate information and ideas or to collaborate with school leaders, peers, parents, students and other stakeholders to enhance involvement and support student success.
11. Learn, practice and promote exemplary digital citizenship and responsibility.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: I

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

WHAT

Participants will learn and become proficient in applying technology solutions, skills, and/or strategies to support classroom instruction, assessment, and communication. Modeling will occur and participants will have opportunities to discuss and practice using the tools, applications, and/or technology-infused strategies individually and/or collaboratively. Feedback will be provided by the facilitator/presenter or via peer-to-peer format and expert coaching and/or mentoring may occur.

HOW

Component delivery will employ a variety of learning designs including face-to-face, blended, or online and occur in a workshop, learning community/lesson study group, or individually.

KEY ISSUES to be included in Participant Implementation Agreements

Participants will agree to:

1. Participate and engage in structured learning opportunities.
2. Meet deadlines for completing implementation and follow-up activities which may require educators to:
 - a. Complete appropriate assignments.
 - b. Complete required professional learning design survey.
 - c. Collect and analyze impact data (teacher and/or student).
 - d. Report and discuss results of impact data (teacher or student) with appropriate individuals.
 - e. Reflect on results and use results to inform decisions about professional practice.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: P

Implementation Support:

Ongoing support will be provided through structured coaching/mentoring or less formal mentoring, involving school or district technology support personnel, knowledgeable peers, or collegial learning structure such as professional learning community or lesson study group. This process will be contingent on the needs of the participant and may include modeling, practicing, directly observing skill demonstration, conferencing, reflecting orally, and repeating the cycle, if necessary. Web-based

resources that provide exemplars will be available for use.

Monitoring Procedures:

Educators will be required to develop and submit a product such as a lesson plan, student assessment, rubric, video exemplar, case study, or written reflections on lessons learned. Educators may also be observed demonstrating classroom implementation of the product and supporting materials, such as student artifacts, may be requested.

9. IMPACT EVALUATION PROCEDURES:

Impact Area: Impact of repetitive practice leading to changes in proficiency of educator or leader on the job.

Evaluation Methods for Staff Database Code: A

Changes in classroom practices will be observed through the district's instructional evaluation system indicators and/or domains and/or deliberate practice of professional learning plan growth targets. Student progress measures will also be examined. Evidence used to document classroom implementation of professional learning may be observation checklists that are aligned with the teacher evaluation system, anecdotal records, self-reflection, professional learning community documentation, teacher-produced artifacts, communication records, and/or climate surveys. Each will be used as appropriate to evaluate changes in proficiency of the educator.

Impact Area: Tracking improvements in student learning growth supported by the professional learning.

Evaluation Methods for Students Database Code: F

Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth

Who will use the evaluation impact data gathered?

Teachers, Site-Based Administrators, School and District Technology Coordinators, School Improvement Teams, and District Instructional Staff

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Describe what will be done with the data obtained through the evaluation processes.

Teachers will analyze student impact data, document results, and review results, with the site-based administrator or other designated individual. The focus will be on the impact of implementation of the professional learning. Specific points that will be addressed are:

1. Extent to which use of technology solutions impacted student learning, engagement, and/or classroom environment.
2. The educator's proficiency using the tools, skills, and/or strategies that were targeted by the component and whether or not additional coaching, mentoring, or other forms of support may be needed.

What other forms of evaluation data will be gathered?

- a. Online “Professional Learning Design” Survey
- b. Data demonstrating improved/increased communication among educators, educators and parents, educators and students, and/or among students. Evaluative data may be survey data, logs, artifacts, or self-reported data from participants.
- c. Data may be used by teachers, site-based administrators, school and district technology coordinators, district instructional staff and/or PAEC personnel.

Records of professional learning feedback and completion will be maintained in the *electronic Professional Development Connections* (ePDC) at the Panhandle Area Educational Consortium.

Department: Professional Development Center

Name(s) of Component Author(s): Panhandle Area Educational Consortium Professional Development Council

VISUALLY IMPAIRED

Component Identifier Number: 1-105-012 (ESE)

Maximum Inservice Points: 120

General Objective(s):

The purpose of this component is to provide teachers and staff with the opportunity to develop and/or update knowledge and skills necessary to effectively instruct blind/low vision students.

Specific Objective(s):

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants:

1. List and describe common etiologies/syndromes associated with visual impairments.
2. Demonstrate increased knowledge of Braille contractions, rules, formats, and tactile graphics in reading and writing Braille.
3. Interpret the results of a functional vision evaluation and list instructional implications based on these results.
4. Demonstrate skill in the appropriate use and care of low vision aids and equipment.
5. Demonstrate skills in the appropriate use of assistive and adaptive technology for impaired students.
6. Identify and demonstrate basic orientation and mobility skills for visually impaired students.
7. Identify and demonstrate research-based techniques/strategies for teaching visually impaired students.
8. Identify and demonstrate research-based materials/programs for teaching visually impaired students.
9. Compare and contrast regulations of the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADC), and Section 504 as they relate to visually impaired students.
10. Describe aspects of blind culture and etiquette to utilize when working or socializing with the visually impaired.
11. Foster student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty by role modeling and through learning activities.

Professional Development Delivery, Follow-Up and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete and submit one or more of the evaluation methods following implementation of professional learning strategies.

Delivery Methods:	A, B, C, D, F, G
Implementation Methods:	M, N, O, P, Q, R, S
Evaluation Methods:	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
FEAP:	A1, A2, A3
FPLS:	S5

APPENDIX A:
FLDOE INFORMATION DATABASE REQUIREMENTS
MASTER INSERVICE COMPONENT REPORTING CODES

Position One: Function – a one digit code which identifies the principal focus of the component as identified in F.S. 1012.98(4)(b)2: Analysis of student achievement data, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas, enhancement of subject content expertise, integrated use of classroom technology that enhances teaching and learning, classroom management, parent involvement, and school safety.

For reporting purposes, the following codes are utilized:

1. Subject Content
2. Instructional Methodology
3. Technology
4. Assessment and Data Analysis
5. Classroom Management
6. School Safety/Safe Learning Environment
7. Management/Leadership/Planning
8. General Support

Positions 2-4: Focus Area – a three-digit code which identifies the principal subject area on which the component focuses.

For reporting purposes, the following codes are utilized:

- I. INSTRUCTION: Components which focus on activities which deal directly with the teaching of pupils or with pupil-teacher interaction.
 - A. Basic Programs: Basic programs include those instructional programs in grades PK-12 which are not part of the district or agency program in Exceptional Student Education, English Language Learners, Vocational Education or Adult/Community Education.

000 Art	010 Music
002 Career Education	011 Physical Education
003 Computer Science/Technology Education	012 Prekindergarten
004 Foreign Languages	013 Reading
005 Health/Nutrition	014 Safety/Driver Education
006 Humanities	015 Science
007 Integrated Curriculum	016 Social Studies
008 Language Arts	017 Writing
009 Mathematics	

- B. Exceptional Student Education Programs: Exceptional student education programs include programs for students with disabilities and students identified as gifted. Component activities are designed to increase the competencies of the participants in generating improved learning environments and improved student outcomes for exceptional students.

- 100 Instructional Strategies
- 101 Classroom Management
- 102 Assessment
- 103 Procedural/Legal Requirements
- 104 Working with Aides, Volunteers, Mentors
- 105 Curriculum

- C. Vocational Education Programs: Vocational education programs are those instruction programs which are provided in order to enable persons to develop and occupational proficiency or to expose them to the world of work.

- 200 Agribusiness and Natural Resource Education
- 201 Business Technology Education
- 202 Diversified Education
- 203 Family and Consumer Sciences
- 204 Health Science Education
- 205 Industrial Education
- 206 Marketing Education
- 207 Middle School Exploratory Vocational Wheel
- 208 Public Service Occupations Education
- 209 Technology Education
- 210 Vocational Education Instructional Support Services
- 211 Vocational/Technical Education, Unclassified

- D. Adult/Community Education Programs: Adult education programs include adult basic and high school programs for adult students, which provide instruction in the basic skills of reading, writing or arithmetic in grades 1-8 or which provide instruction at the high school level or which prepare the student to take the GED Tests. Adult education programs also include community service, noncredit courses of an educational nature.

- 300 Adult Basic Education (ABE)
- 301 Adult Education, Unclassified
- 302 Adult English for Speakers of Other Languages (ESOL)
- 303 Adult General Education for Adults with Disabilities
- 304 Citizenship
- 305 General Education – Promotion (Adult High School)
- 306 General Education Development (GED) Preparatory
- 307 Vocational Preparatory Instruction
- 308 Workspace Readiness Skills

II. STUDENT AND INSTRUCTIONAL SUPPORT PROCESSES

- 400 Academic Interventions
- 401 Assessment/Student Appraisal
- 402 Attendance
- 403 Behavioral Interventions (e.g., crisis, abuse, social skills)
- 404 Classroom Management and Organization/Learning Environments
- 405 Dropout Retrieval
- 406 Human Relations/Communication Skills

- 407 Instructional Media Services
- 408 Instructional Strategies
- 409 Instructional Support Services, Unclassified
- 410 Laws, Rules, Policies, Procedures
- 411 Learning Styles, Student Differences
- 412 Multicultural Education
- 413 Parent involvement, Parent Support
- 414 Physical and Mental Health Issues
- 415 Problem-Solving Teams
- 416 Professional Standards and Ethics
- 417 Program Administration, Evaluation, Accountability
- 418 Scholarships, Financial Aid, Education Transitions
- 419 Section 504/Americans with Disabilities Act
- 420 Service Coordination, Collaboration, Integration
- 421 Student Motivation
- 422 Students Records
- 423 Supplemental Academic Instruction
- 424 Working With Volunteers, Aides and Mentors

III. GENERAL SUPPORT

- 500 Board of Education
- 501 Central Services – Planning/Program Evaluation/Continuous Improvement
- 502 District-Level Management
- 503 Diversity/Ethics
- 504 Fiscal Services
- 505 Food Services
- 506 General Support Services, Unclassified
- 507 Leadership Skills/Communication/Critical Thinking
- 508 Management Information Services
- 509 Office/Clerical Services
- 510 Plant Operation and Maintenance
- 511 Safety/Security
- 512 School Improvement
- 513 School-Level Management
- 514 Service on Advisory or Instructional Materials Councils
- 515 Transportation Services

IV. COMMUNITY SERVICES

- 600 Community Services, Unclassified
- 601 Lay Advisory Councils
- 602 Parent Education

V. ENGLISH LANGUAGE LEARNERS

- 700 Instructional strategies for ELL students
- 701 Understanding and implementation of assessment of ELL students
- 702 Understanding and implementation of English Language Proficiency (ELP) Standards and academic content standards for ELL students
- 703 Alignment of the curriculum in language instruction educational programs to ELP standards
- 704 Subject matter knowledge for teachers
- 705 Other

Position 5-7: Sequential Number – a three-digit code which assigns a sequential number (001-999) to each component within the same function and focus area. All MIP components include the following options for purpose, delivery, follow up, and evaluation.

MASTER INSERVICE COMPONENT DATA ELEMENTS

- I. Professional Development, Learning Method: A one-character code to describe the primary means (50 percent or more) of supporting the delivery of the professional development component's priority learning goals.
 - A Knowledge Acquisition: Workshop – training event or process (limited to knowledge transmission/training focused on understanding the component's content)
 - B Electronic, Interactive (includes facilitation supporting development/application on the job)
 - C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
 - D Learning Community/Lesson Study Group (Use this code where job-embedded collegial support processes are core learning delivery method.)
 - F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
 - G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives.)
 - H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
 - I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
 - J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
 - K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

- II. Professional Development, Evaluation Method, Staff: A one-character code to describe the primary means (50 percent or more) of evaluation of the impact and/or fidelity of implementation of the professional development.
 - A Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDLP growth targets, and/or district or school level processes for tracking student progress.)

- B Changes in instructional leadership or faculty development practices (observed or measured impact on leader proficiency, faculty or students)
 - C Changes in student services/support practices
 - D Other changes in practices supporting effective implementation of job responsibilities (observed or measured impact on specific job responsibilities)
 - E Fidelity of Implementation of the professional learning process (where impact on the job is not or cannot be observed or measured, evaluation is on alignment of actual training/development with planned high quality professional learning design and specific learning objective(s))
 - F Changes in observed educator proficiency in implementing targeted state standards or initiatives (e.g. FEAPs practices, Principal Leadership Standards, PD Evaluation Protocol Standards, MTSS)
 - G Changes in observed educator proficiency in practices that occur generally without students present (e.g. lesson design, collegial team learning processes, problem solving processes, needs assessments, data analyses, sharing practices with colleagues)
- III. Professional Development, Evaluation Method, Student: A one-character code to describe the primary means (50 percent or more) of evaluation of the professional development's impact on student growth, achievement, or readiness for college and/or careers.
- A Results of state or district-developed/standardized student growth measure(s)
 - B Results of school/teacher-constructed student growth measure(s) that track student progress
 - C Portfolios of student work
 - D Observation of student performance
 - F Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth
 - G Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component
 - Z Did not evaluate student outcomes due to absence of a reliable, valid and measurable cause and effect relationship between the professional development and impact on student
- IV. Professional Development, Implementation Method: A one-character code to describe the primary means (50 percent or more) prescribed to monitor and provide feedback on implementation of the professional learning targeted with the component.
- M Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

- N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job-embedded implementation of targeted learning)
- O Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
- P Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
- Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- R Electronic - interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- S Electronic - non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation
Indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system Indicators/components/and/or domains)

- V. Professional Development, Primary Purpose: A one-character code to describe the primary expected use of the master inservice points that result from the professional development. Where multiple purposes are anticipated, code the one purpose or application which 50% or more of completers are expected to use.

PRIMARY PURPOSE:

Code	Definition/Example
A	Add-on Endorsement
B	Alternative Certification
C	Florida Educators Certificate Renewal
D	Other Professional Certificate/License Renewal
E	Professional Skill Building
F	W. Cecil Golden Professional Development Program for School Leaders
G	Approved District Leadership Development Program
H	No certification, job acquisition or retention purposes

- VI. Participation Hours: The number of hours of participation in each professional development component. The total includes hours allocated to training/knowledge acquisition processes and hours allocated for job-embedded implementation leading to successful implementation of targeted practice(s). Participation hours must be greater than zero and must not exceed 120 hours.

APPENDIX B:
District Implementation Agreement

Component Title/Number:	
Participant's Name:	
Standard(s) to be studied:	
High Effect-Size Strategy(ies) to be studied and implemented:	

The participant agrees to the following and understands the inservice points are based on actual implementation of the professional learning.

1. I understand that the purpose of this component is to deepen my capacity for highly effective classroom instruction.
2. In support of this I will complete all of the objectives and activities of this component.
3. To further develop my capacity to work collegially with other educators on improving instruction and student success I will select at least one peer/mentor educator with whom I will engage in constructive conversations about my professional learning.
4. I will identify a minimum of 3 standards to be the focus of my conversations with my peer/mentor prior to selecting a standard for deeper study and selection of an appropriate high effect size instructional strategy that corresponds to the district evaluation plan.
5. I will select a high effect size instructional strategy to study and implement that is not at present a strength in my repertoire of strategies,
6. I will share my selections of standard and strategy with a supervisor and a colleague knowledgeable about the subject I teach. I will explain why I consider the standard to be important for students to master and why the strategy selected should be in my teaching repertoire. In those conversations I will solicit suggestions on other areas of importance.
7. When implementing the targeted instructional strategy I will pay attention to the following:
 - I will begin each lesson by explaining why upcoming content is important.
 - I will have planned specific points in the lesson when I will tell students to get ready for some important information.
 - I will devise and use a set of cues to indicate to student the importance of upcoming information in some indirect fashion.
 - During the lessons I will I check for student recognition of importance by:

- When asked, students can describe the level of importance of the information addressed in class
 - When asked, students can explain why the content is important to pay attention to
 - Students visibly adjust their level of engagement
8. After completion of this component I will share with colleagues at my work site what I have learned about the content and strategy studied and how my practice may have changed as a result of this professional learning process.

APPENDIX C:

ALIGNMENT WITH FLORIDA’S, *THE EDUCATOR ACCOMPLISHED PRACTICES*

Florida’s, *The Educator Accomplished Practices* serve as the state’s standards for effective instructional practice and are used to define and identify effective teaching.

The State Board of Education approved on December 17, 2010, a substantial revision of Rule 6A-5.065, redefining the Florida Accomplished Educator Practices (FEAPs). The revised rule, which replaces the original FEAPs approved in 1998, will serve as the state's new standards for effective instructional practice.

The Educator Accomplished Practices are based on three foundational principles. Those principles focus on high expectations, knowledge of subject matter, and the standards of the profession. Each effective educator applies the foundational principles through six Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

Excerpt from 6A-5.065-The Educator Accomplished Practices as approved by the State Board of Education on December 17 2010:

A. Quality of Instruction

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:
 - a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
 - b. Sequences lessons and concepts to ensure coherence and required prior knowledge.
 - c. Designs instruction for students to achieve mastery;
 - d. Selects appropriate formative assessments to monitor learning;
 - e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
 - f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.
2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
 - a. Organizes, allocates, and manages the resources of time, space, and attention;
 - b. Manages individual and class behaviors through a well-planned management system;
 - c. Conveys high expectations to all students;
 - d. Respects students’ cultural, linguistic and family background;
 - e. Models clear, acceptable oral and written communication skills;
 - f. Maintains a climate of openness, inquiry, fairness and support;

- g. Integrates current information and communication technologies;
 - h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
 - i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.
3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:
- a. Deliver engaging and challenging lessons;
 - b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
 - c. Identify gaps in students' subject matter knowledge;
 - d. Modify instruction to respond to preconceptions or misconceptions;
 - e. Relate and integrate the subject matter with other disciplines and life experiences;
 - f. Employ higher-order questioning techniques;
 - g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
 - h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
 - i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
 - j. Utilize student feedback to monitor instructional needs and to adjust instruction.
4. Assessment. The effective educator consistently:
- b. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
 - c. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
 - d. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
 - e. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
 - f. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
 - g. Applies technology to organize and integrate assessment information.

B. Continuous Improvement, Responsibility and Ethics

- 1. Continuous Professional Improvement. The effective educator consistently:
 - b. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;

- c. Examines and uses data-informed research to improve instruction and student achievement;
 - d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
 - e. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
 - f. Implements knowledge and skills learned in professional development in the teaching and learning process.
2. Professional Responsibility and Ethical Conduct.
- Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the *Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida*, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.

APPENDIX D:

ALIGNMENT WITH THE FLORIDA PRINCIPAL LEADERSHIP STANDARDS

The *Florida Principal Leadership Standards* (FPLS) serve as the state's standards for effective school leadership and are used to define the knowledge and skill sets needed in effective schools. The FPLS are:

Domain 1: Student Achievement:

Standard 1: Student Learning Results.

Effective school leaders achieve results on the school's student learning goals.

- a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and
- b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.

Standard 2: Student Learning as a Priority.

Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader:

- a. Enables faculty and staff to work as a system focused on student learning;
- b. Maintains a school climate that supports student engagement in learning;
- c. Generates high expectations for learning growth by all students; and
- d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Domain 2: Instructional Leadership:

Standard 3: Instructional Plan Implementation.

Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader:

- a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;
- b. Engages in data analysis for instructional planning and improvement;
- c. Communicates the relationships among academic standards, effective instruction, and student performance;
- d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and
- e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Standard 4: Faculty Development.

Effective school leaders recruit, retain and develop an effective and diverse faculty and staff. The leader:

- a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;
- b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;
- c. Employs a faculty with the instructional proficiencies needed for the school population served;
- d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;
- e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and
- f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

Standard 5: Learning Environment.

Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population. The leader:

- a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;
- b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;
- c. Promotes school and classroom practices that validate and value similarities and differences among students;
- d. Provides recurring monitoring and feedback on the quality of the learning environment;
- e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.
- f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.

Domain 3: Organizational Leadership

Standard 6: Decision Making.

Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data. The leader:

- a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;
- b. Uses critical thinking and problem solving techniques to define problems and identify solutions;
- c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;
- d. Empowers others and distributes leadership when appropriate; and
- e. Uses effective technology integration to enhance decision-making and efficiency throughout the school.

Standard 7: Leadership Development.

Effective school leaders actively cultivate, support, and develop other leaders within the organization.

The leader:

- a. Identifies and cultivates potential and emerging leaders;
- b. Provides evidence of delegation and trust in subordinate leaders;
- c. Plans for succession management in key positions;
- d. Promotes teacher–leadership functions focused on instructional proficiency and student learning; and
- e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

Standard 8: School Management.

Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. The leader:

- a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;
- b. Establishes appropriate deadlines for him/herself and the entire organization;
- c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and
- d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

Standard 9: Communication.

Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community. The leader:

- a. Actively listens to and learns from students, staff, parents, and community stakeholders;
- b. Recognizes individuals for effective performance;

- c. Communicates student expectations and performance information to students, parents, and community;
- d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;
- e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.
- f. Utilizes appropriate technologies for communication and collaboration; and
- g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

Domain 4: Professional and Ethical Behavior:

Standard 10: Professional and Ethical Behaviors.

Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader. The leader:

- a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.
- b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;
- c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;
- d. Engages in professional learning that improves professional practice in alignment with the needs of the school system; and
- e. Demonstrates willingness to admit error and learn from it;
- f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

APPENDIX E:
SUMMARY OF CURRENT FLORIDA STATUTES, 2017

Pursuant to Sections 1012.22(1) (i) and 1011.62, F.S., each district school board shall develop and maintain a master inservice plan for all district employees based on state adopted standards for highly qualified professional development as required under Section 1012.98, F.S. The plan shall include all professional development components for all employees from all fund sources including, but not limited to the following areas:

- Implementation of school improvement plans for the current years pursuant to F.S. 1012.98
- Subject content areas as prescribed in Section 1012.98, F.S.,
- School reform and accountability pursuant to Sections 1000.03 and 1008.345, F.S.,
- Approved add-on certification programs pursuant to Section 1012.575, F.S., and
- The WC Golden Professional Development Program for School Leaders, pursuant to 1012.986. F.S.
- SB1108

6A-5.071 Master Inservice Plan Requirements

Describes the MASTER INSERVICE PLAN: its contents; how it is to be updated; what an Inservice component must contain; the points system; how to convert college credit to Inservice points; what constitutes infield and out-of-field; the minimum length of an Inservice component; files which must be kept relative to each component and for each participant; and annual reporting. The Master Inservice Plan is reviewed each year by the District Professional Development Council and approved by the School Board.

1012.98 School Community Professional Development Act

The purpose of the professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce.

1012.98(4) Individual Professional Development Plan

The school principal is required to establish and maintain an individual professional development plan for each instructional employee assigned to the school. The individual professional development plan must be related to specific performance data for the students to whom the teacher is assigned; define the inservice objectives and specific measurable improvement expected in student performance as a result of the inservice activity; and include an evaluation component that determines the effectiveness of the professional development.

1012.986 William Cecil Golden Professional Development Program for School Leaders

The purpose of the William Cecil Golden Professional Development Program for School Leaders is to provide high standards and sustained support for principals as instructional leaders. The program shall consist of a collaborative network of state and national professional leadership organizations to respond

to instructional leadership needs throughout the state. The network shall support the human resource development needs of principals, principal leadership teams, and candidates for principal leadership positions using the framework for leadership standards adopted by the State Board of Education, the Southern Regional Education Board, and Learning Forward.

1012.98(5) Funding for the Professional Development System

Each district school board shall provide funding for the professional development system as required by s.1011.62 and the General Appropriations Act, and shall direct expenditures from other funding sources to strengthen the system in order to increase student achievement and support instructional staff in enhancing rigor and relevance in the classroom. Each district school board shall make available inservice activities to instructional personnel of nonpublic schools in the district and the state certified teachers who are not employed by the district school board on a fee basis not to exceed the cost of the activity per all participants.

1012.98(4) Professional Development Evaluation System Protocol

The Department of Education shall design methods by which the state and district school boards may evaluate and improve the professional development system. The evaluation must include an annual assessment of data that indicate progress or lack of progress of all students.

1012.34 Assessment Procedures and Criteria

The district school superintendent shall establish procedures for assessing the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district.

1012.56 Educator Certification Requirements

Each district school board shall renew state-issued professional certificates for individuals who hold a Florida professional certificate and are employed by that district pursuant to criteria established in subsections (2), (3), and (4) and rules of the State Board of Education.

1012.56(7) Professional Preparation Alternative Certification and Education Competency Program

Each school district must provide a cohesive competency-based professional preparation alternative certification program by which members of a school district's instructional staff may satisfy the mastery of professional preparation and education competence requirements.

1012.985 Statewide System for Inservice Professional Development

The statewide system shall consist of a network of professional development academies in each region of the state that are operated in partnership with area business partners to develop and deliver high quality training programs purchased by school districts.



MEMORANDUM OF UNDERSTANDING
BETWEEN

FLORIDA VIRTUAL SCHOOL

AND

FRANKLIN COUNTY DISTRICT SCHOOLS

This 2017-2018 MEMORANDUM OF UNDERSTANDING (MOU) is hereby made and entered into by and between the FRANKLIN COUNTY DISTRICT SCHOOLS, hereinafter referred to as School or District, and FLORIDA VIRTUAL SCHOOL, hereinafter referred to as FLVS.

A. PURPOSE:

The purpose of this MOU is to form a relationship between the School/District and FLVS with the intent to ensure innovative learning solutions for all students within the Blended Learning Community (BLC). A Blended Learning Community (BLC) is a school whereby two (2) or more students are working on the FLVS course(s), taught by an FLVS instructor, in a learning location at a school with a dedicated facilitator. FLVS's goal is to provide the necessary teachers for each Blended Learning Community (BLC) commencing on the School's preferred start date. To accommodate your preferred start date and hire the necessary teachers, the School principal and/or authorized district representative is required to sign this MOU no later than seven (7) days after document is received so that both parties are in agreement of this commitment.

B. Notice in Advance of Start Date: To accommodate your preferred start date and to hire the appropriate number of teachers, the following guidelines are in order:

1. BLCs with 2-29 students will require a minimum of 10 days advanced notice by submitting a formal request of course(s) with number of seats in our student information system, Virtual School Administrator (VSA), in order to provide the appropriate teachers by the preferred start date for the BLC.
2. BLCs with 30-149 students will require 30 days advanced notice by submitting a formal request of course(s) with number of seats in our student information system, Virtual School Administrator (VSA), in order to provide the appropriate teachers by the preferred start date for the BLC.
3. BLCs with 150 plus students will require 60 days advanced notice by submitting a formal request of course(s) with number of seats in our student information system, Virtual School Administrator (VSA), in order to provide the appropriate teachers by the preferred start date for the BLC.

C. FLVS is responsible for:

1. Training for the BLC school facilitator, including an emphasis on Blended Learning support strategies.
2. Training for the School Counselor(s).
3. Training for the District and school administration.
4. A registration process specifically designed for BLC students.
5. Ongoing virtual and/or face-to-face support from an FLVS instructor, District Relations Manager, Blended Learning Specialist, and FLVS support staff.
6. Highly-qualified, state-certified instructors.

7. Direct instruction using synchronous teaching methods.
8. Providing ongoing evaluation and support of all members of the Blended Learning Community.
9. Providing progress monitoring tools at student and school level.
10. Invoicing for applicable enrollments.
11. Providing data required for FTE reporting by district (as permitted by FDLE).

D. School District is responsible for providing:

1. Accurate request for reservation to secure courses.
2. Selecting academically appropriate courses by benchmark dates as stated above and within the enrollment period:
 - Fall: May 31 to September 1
 - Spring: November 15 to January 31
 - Summer: April 1 to June 1
3. Provide FLVS a complete student information roster with the minimum data requirements (last name, first name, date of birth and grade level). Noncompliance will result in FTE reported by FLVS.
4. Dedicated Blended Learning Community (BLC) facilitator to monitor students and verify attendance – does not have to be a certified Instructor.
5. Student computer access (4 – 6 hours each week per course) and other minimum technology required as listed on the FLVS website.
6. Two-way long distance communication access for FLVS Instructor – student phone calls.
7. Access to stakeholders involved in the success of the BLC for training and communications from FLVS.
8. Parent's notification of student's participation in the Blended Learning Community.
9. Reporting the FTE associated with these enrollments.

E. Fees

FLVS will invoice the school district on the 30th day for each billable enrollment* within the Blended Learning Community at \$267.00 per each half credit enrollment. School District shall pay the bill/invoice in accordance with the contract terms of Net 30days.

1. **Billable Enrollments:** Any enrollments* in Classroom Assigned or Active status in VSA for a minimum of 30 consecutive day or 20% complete in any status, FLVS will bill the school/district for the student, regardless of the student's status upon receipt of invoice.

**Segment 2 enrollments of a full credit course will become billable once enrollments are either 20% complete or have been in CA or A status for at least 30 calendar days of second semester start.*

Second Semester for the school or district begins on _____.

2. **Invoice Schedule:** District will be invoiced for each billable enrollment Classroom Assigned or Active in VSA for 30 consecutive days or 20% complete in any status (on or near: mid-October, mid-February, and mid-June); FLVS will bill the school/district for the student, regardless of the student's status upon receipt of the invoice.

Cycle	Enrollment Data Date Range	Invoice Sent
Cycle 1	July - October	Mid-November
Cycle 2	November - February	Mid-March
Cycle 3	March - June	End of June
Cycle 4	True-up/Enrollments not captured in previous cycle	Mid-July

3. All fees associated with Advanced Placement and Industry Certification examinations will be the responsibility of the school or district reporting the FTE.

Billing Contact Personnel:

School or District	Florida Virtual School
Name:	Name: Kristine Campanelli
School/District Address:	Address: 2145 Metrocenter Blvd. Suite 100 Orlando, Florida 32835
Email:	Email: kcampanelli@flvs.net
Telephone No.:	Telephone No.: 407-513-3346

- F. FAILURE TO COMPLY WITH THE TERMS OF THIS MOU MAY RESULT IN ONE OR MORE OF THE CONSEQUENCES BELOW:
1. Delay start date.
 2. Students placed as traditional FLVS Part-time Virtual Learning Lab (VLL) student.
 3. Future lab request(s) may be denied.
 4. Completed students' lists should be submitted no later than one (1) month from BLC start date; otherwise student will be enrolled as part-time, and FTE sharing will apply for enrollments not tagged as BLC.
- G. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:
1. ACADEMIC INTEGRITY IN THE BLC. Each staff member has a stake in ensuring the highest standards of academic integrity. Teachers synchronize various aspects of FLVS to ensure the best possible experiences for their students.

Instructors will:

- Act as a resource for student questions.
- Submit various assignments into the **Turnitin.com** database.
- Coordinate any academic integrity issues with the lab facilitator, their Instructional Leader, and Academic Integrity Support Personnel.
- Verify student mastery of content through Discussion-Based Assessments and authentic assessments.
- Convey incidents and consequences to the student and facilitator.

Facilitators will:

- Provide supervision through close proximity while circulating the lab.
- Encourage students to seek support from FLVS Instructors.
- Encourage student to seek support from the facilitator.
- Discourage inappropriate collaboration of students.
- Ensure students are provided with appropriate equipment and that equipment is not shared by students who are actively working in the same FLVS coursework.
- Require that students protect their password information and coursework.
- Protect students' user names, passwords, and other private information.
- Adjust seating arrangements to help promote students' integrity.
- Communicate with the student, FLVS Instructor and Academic Integrity Investigator with regards to concerns and consequences.



2. MODIFICATION: Modifications to this Agreement shall be made by mutual consent of the parties, by the issuance of a written modification, signed and dated by authorized officials, prior to any changes being performed.
3. PARTICIPATION IN SIMILAR ACTIVITIES: This Agreement in no way restricts FLVS or School or District from participating in similar activities with other public or private agencies, organizations and individuals.
4. PRINCIPAL CONTACT: Contact your District Relations Manager (DRM) with questions concerning this Agreement. The principal contacts for this instrument are:

School or District
Authorized Official:

X

FLVS
Authorized Official:

x

5. COMPLIANCE: The parties agree to be bound by applicable state and federal rules governing Equal Employment Opportunity, Non-Discrimination and Immigration.
6. COMMENCEMENT/EXPIRATION DATE: This Agreement is executed as of the date of last signature and is effective through 6/30/2018 at which time it will expire unless extended.
7. LIABILITIES: It is understood that neither party to this Memorandum of Understanding is the agent of the other and neither is liable for the wrongful acts or negligence of the other. Each party shall be responsible for its negligent acts or omissions and those of its officers, employees, agents or students (if applicable), howsoever caused, to the extent allowed by their respective state laws.
8. THE PARTIES ACKNOWLEDGE THAT NEITHER PARTY MAKE A WARRANTY OF ANY KIND, EXPRESSED OR IMPLIED, INCLUDING WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE.

IN WITNESS WHEREOF, the parties hereto have executed this agreement as of the last written date below.

FOR: **School or District:**

Date: _____

Name and Title TRACI MOSES, SUPERINTENDENT

FOR: **Florida Virtual School:**

Date: _____

Mr. Ronald Blocker; President and CEO



MEMORANDUM OF UNDERSTANDING
BETWEEN
FLORIDA VIRTUAL SCHOOL
AND
FRANKLIN COUNTY DISTRICT SCHOOLS

This 2017-2018 MEMORANDUM OF UNDERSTANDING (MOU) is hereby made and entered into by and between the FRANKLIN COUNTY DISTRICT SCHOOLS, hereinafter referred to as School or District, and FLORIDA VIRTUAL SCHOOL, hereinafter referred to as FLVS.

A. PURPOSE:

The purpose of this MOU is to form a relationship between the School/District and FLVS with the intent to ensure innovative learning solutions for all students within the Virtual Learning Lab (VLL). A Virtual Learning Lab (VLL) is a school whereby students are working on FLVS course(s) taught by FLVS instructor(s) at a school with a facilitator. FLVS's goal is to provide the necessary teachers for each VLL commencing on the School's preferred start date. To accommodate your preferred state date and hire the necessary teachers, the School principal and/or authorized district representative is required to sign this MOU no later than seven days after document is received so that both parties are in agreement of this commitment.

B. FLVS is responsible for:

1. Training for the VLL school facilitator.
2. Training for the School Counselor(s).
3. A registration process specifically designed for VLL students.
4. Ongoing support from an FLVS instructor and/or a Blended Learning Specialist.
5. Highly-qualified, state-certified instructors.
6. Invoicing for successfully completed enrollments.
7. Providing data required for FTE reporting by district (as permitted by the FDLE).

C. School/District is responsible for providing:

1. Selecting academically appropriate courses by benchmark dates as stated above and within the enrollment period:
 - Fall: May 31 to September 1
 - Spring: November 15 to January 31
 - Summer: April 1 to June 1
2. Provide FLVS a complete student information roster with the minimum data requirements (last name, first name, date of birth and grade level). Noncompliance will result in FTE reported by FLVS.
3. Accurate request for reservation to secure courses.
4. Virtual Learning Lab facilitator to monitor students – does not have to be a certified instructor.
5. Computer access and other minimum technology required as listed on the FLVS website for the students to take the courses at school. This includes computer access 4 to 6 hours each week per course.
6. Two-way long distance communication access for FLVS instructor – student phone calls.
7. Parent's notification of student's participation in FLVS course.
8. FTE submission associated with these enrollments.



D. Fees:

FLVS will invoice the school district for each billable enrollment at \$325.00 per each half credit completion. School district shall pay the bill/invoice in accordance with this contract at Net 30days.

1. **Billable Enrollments:** Any half credit completion issued by FLVS instructor through final grade report sent via Virtual School Administrator (VSA).
2. **Invoice Schedule:** School/District will be invoiced for enrollments that have completed during each billing cycle, identified by status 'Completed' in VSA. The billing cycle is outlined in the invoicing schedule section below. The final billing amount will be net of amount paid by the district in the first billing. (October 1/January 15; March 1/June 30; July 1/August 15).

Cycle	Enrollment Data Date Range	Invoice Sent
Cycle 1	July – October	Mid-November
Cycle 2	November – February	Mid-March
Cycle 3	March – June	End of June
Cycle 4	True-up/Enrollments not captured in previous cycle	Mid-July

3. All fees associated with Advanced Placement and Industry Certification examinations will be the responsibility of the school or district reporting the FTE.

BILLING CONTACT PERSONEL:

School or District	Florida Virtual School
Name:	Name: Kristine Campanelli
School/District Address:	Address: 2145 Metrocenter Blvd. Suite 100 Orlando, Florida 32835
Email:	Email: kcampanelli@flvs.net
Telephone No.:	Telephone No.: 407-513-3346

- E. FAILURE TO COMPLY WITH THE TERMS OF THIS MOU MAY RESULT IN DENIAL OF FUTURE VLL REQUESTS AT THE RATE STATE ABOVE.

- F. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

1. **ACADEMIC INTEGRITY IN THE VLL.** Each staff member has a stake in ensuring the highest standards of academic integrity. Teachers synchronize various aspects of FLVS to ensure the best possible experiences for their students.

Instructors will:

- Act as a resource for student questions.
- Submit various assignments into the **Turnitin.com** database.
- Coordinate any academic integrity issues with the lab facilitator, their Instructional Leader, and Academic Integrity Support Personnel.
- Verify student mastery of content through Discussion-Based Assessments and authentic assessments.
- Convey incidents and consequences to the student and facilitator.

Facilitators will:

- Provide supervision through close proximity while circulating the lab.
- Encourage students to seek support from FLVS instructors.
- Encourage students to seek support from the facilitator.
- Discourage inappropriate collaboration of students.



Virtual Learning Lab

- Ensure students are provided with appropriate equipment and that equipment is not shared by students who are actively working in the same FLVS coursework.
 - Require that students protect their password information and coursework.
 - Protect students' user names, passwords, and other private information.
 - Adjust seating arrangements to help promote students' integrity.
 - Communicate with the student, FLVS Instructor and Academic Integrity Investigator with regard to concerns and consequences.
2. MODIFICATION: Modifications to this Agreement shall be made by mutual consent of the parties, by the issuance of a written modification, signed and dated by authorized officials, prior to any changed being performed.
3. PARTICIPATION IN SIMILAR ACTIVITIES: This Agreement in no way restricts FLVS or School or District from participating in similar activities with other public or private agencies, organizations, and individuals.
4. PRINCIPAL CONTACTS: Contact your District Relations Manager (DRM) with questions concerning this agreement. The principal contacts for this instrument are:

School or District
Authorized Official:

X

FLVS
Authorized Official:

X

5. COMPLIANCE: The parties agree to be bound by applicable state and federal rules governing Equal Employment Opportunity, Non-Discrimination and Immigration.
6. COMMENCEMENT/EXPIRATION DATE: This Agreement is executed as of the date of last signature and is effective through 6/30/2018 at which time it will expire unless extended.
7. LIABILITIES: It is understood that neither part to this Memorandum of Understanding is the agent of the other and neither is liable for the wrongful acts or negligence of the other. Each party shall be responsible for its negligent acts or omissions and those of its officers, employees, agents or students (if applicable), however caused, to the extent allowed by their respective state laws.
8. THE PARTIES ACKNOWLEDGE THAT NEITHER PARTY MAKES A WARRANTY OF ANY KIND, EXPRESSED OR IMPLIED, INCLUDING WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE.

IN WITNESS WHEREOF, the parties hereto have executed this agreement as of the last written date below.

FOR: **School or District:**

Date: _____

Name and Title TRACI MOSES, SUPERINTENDENT

For: **Florida Virtual School:**

Date: _____

Mr. Ronald Blocker; President and CEO

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

TAPS Number:

1. 18C001
2. 18C002

Please return to:

A) Name and Address of Eligible Applicant:

DOE USE ONLY

Florida Department of Education
Office of Grants Management
Room 332, Turlington Building
325 West Gaines Street
Tallahassee, Florida 32399-0400
Telephone: (850) 245-0496

Franklin County District School Board
85 SCHOOL RD STE 1
EASTPOINT, FL 32328

Date Received

B) Applicant Contact Information

Contact Name: Sue Summers

Telephone Number: 850-670-2810 Ext: 4109

Fiscal Contact Name:

Mailing Address: 85 School Road Eastpoint, FL

Fax Number: 850-670-2812

E-mail Address: ssummers@franklin.k12.fl.us

Physical/Facility Address:

DUNS Number:

FEIN Number:

Programs**C) Program
Name:****Project Number: (DOE
Assigned):****D) Total Funds
Requested:****Total Approved Project (DOE USE
ONLY):****CERTIFICATION**

I, , (Please Type Name) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) _____

Signature of Agency Head

Title

Date

DOE 100



Pam Stewart, Commissioner

Instructions for Completion of DOE 100A

A. If not pre-populated, enter name and TAPS number of the program for which funds are requested.

B. Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.

C. Enter the total amount of funds requested for this project.

D. Enter requested information for the applicant's program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Data Universal Numbering System (DUNS), or unique agency identifier number, requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their DUNS registration. The Physical/Facility address and Federal Employer Identification Number/Tax Identification Number (FEIN/FEID or TIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.

E. The original signature of the appropriate agency head is required. Complete Signature, Title and Date. The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the chairperson of the Board for other eligible applicants.

- Note: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM -
IDEA Part B K-12 Entitlement 2017- 2018 2017-2018**

A) NAME OF ELIGIBLE RECIPIENT: **Franklin County District School Board**
B) Project Number (DOE USE ONLY): **190-2638B-8CB01**

E) TAPS
Number
18C001

count	Function Object			Account Title and Description	FTE	Amount
1	N/A	5200	120	<u>Classroom Teachers</u> Salary - 50% of ESE teacher salary at ABC School	0.500	\$32,236.00
2	N/A	5200	120	<u>Classroom Teachers</u> 100% of 1.5 teachers salaries to provide instruct...	1.500	\$63,081.00
3	N/A	5200	150	<u>Aides</u> Pay 100% of salary for OPS school aide for SWD 1.0 FTE at ABC	1.000	\$9,082.00
4	N/A	5200	200	<u>Employee Benefits</u> Benefits for ESE teacher and paraprofessional at A...	0.000	\$8,734.00
5	N/A	5200	200	<u>Employee Benefits</u> 100% of 1.5 teachers benefits at FCS; retirement 7...	0.000	\$15,982.66
6	N/A	5200	310	<u>Professional and Technical Services</u> Professional Technical Services ...	0.000	\$8,000.00
7	N/A	5200	360	<u>Rentals</u> Instructional software for use by SWD.	0.000	\$500.00
8	N/A	5200	510	<u>Supplies</u> Supplies - Purchase instructional supplies for SWD	0.000	\$1,707.66
9	N/A	5200	510	<u>Supplies</u> Purchase instructional materials for SWD at ABC School	0.000	\$1,500.00
10	N/A	5200	590	<u>Other Materials and Supplies</u> Other materials and supplies purchase t...	0.000	\$500.00
11	N/A	6140	310	<u>Professional and Technical Services</u> Professional Technical Services ...	0.000	\$11,084.00
12	N/A	6140	310	<u>Professional and Technical Services</u> Professional Technical Services ...	0.000	\$30,000.00
13	N/A	6140	590	<u>Other Materials and Supplies</u> Other materials and supplies - purchase...	0.000	\$1,000.00
14	N/A	6300	130	<u>Other Certified Instructional Personnel</u> 100% of salary for staffing ...	0.750	\$49,016.00
15	N/A	6300	160	<u>Other Support Personnel</u> Support Personnel - 50% of salary for ESE s...	0.000	\$18,260.00
16	N/A	6300	200	<u>Employee Benefits</u> Benefits for ESE support personnel (retirement 7.5...	0.000	\$5,976.69
17	N/A	6300	200	<u>Employee Benefits</u> Benefits for staffing specialist (retirement 7.52%...	0.000	\$13,667.00
18	N/A	6300	310	<u>Professional and Technical Services</u> Professional Technical Services ...	0.000	\$11,700.00
19	N/A	6400	330	<u>Travel</u> Travel for teachers for staff development, (ex; accommodati...	0.000	\$500.00
20	N/A	6400	450	<u>Gasoline</u> Gasoline - pay for gas for ESE van for inservice for ESE te...	0.000	\$300.00
21	N/A	7200	790	<u>Miscellaneous Expenses</u> Indirect cost of 4.86%	0.000	\$9,241.00
22	N/A	7730	330	<u>Travel</u> Travel for psychologist for staff development (ex. accommodat...	0.000	\$500.00
23	N/A	7800	150	<u>Aides</u> Bus aide for SWD, to including ESY, paid hourly for students ...	0.000	\$11,520.00
24	N/A	7800	200	<u>Employee Benefits</u> Benefits for bus aide for SWD attending center sc...	0.000	\$881.28
25	N/A	7800	652	<u>Other Motor Vehicles</u> 40% of purchase of van to transport SWD to Leon...	0.000	\$12,490.00
Totals:					3.750	\$317,459.29

Totals:

Code Description Total

Total \$0.00

DOE 101



Pam Stewart, Commissioner

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM -
IDEA Part B Pre-K Entitlement 2017-2018 2017-2018**

A) NAME OF ELIGIBLE RECIPIENT: **Franklin County District School Board**
B) Project Number (DOE USE ONLY): **190-2678B-8CP01**

E) TAPS
Number
18C002

count	Function Object			Account Title and Description	FTE	Amount
1	N/A	5200	150	<u>Aides</u> 100% of salary of one paraprofessional to work with PK SWD.at ...	1.000	\$9,966.00
2	N/A	5200	150	<u>Aides</u> Salary 25% of paraprofessional salary to work with PK SWD ABC ...	0.250	\$7,664.00
3	N/A	5200	200	<u>Employee Benefits</u> Benefits for 1 paraprofessional to work with PK SW...	0.000	\$8,373.00
4	N/A	5200	200	<u>Employee Benefits</u> Benefits for 25% of paraprofessional to work with ...	0.000	\$2,000.00
5	N/A	5200	510	<u>Supplies</u> Material and supplies for PK students with disabilities.	0.000	\$884.00
6	N/A	7200	790	<u>Miscellaneous Expenses</u> Indirect cost of 4.87%	0.000	\$1,396.00
Totals:					1.250	\$30,283.00

Totals:

Code Description Total

Total \$0.00

DOE 101



Pam Stewart, Commissioner

Individuals with Disabilities Education Act (IDEA) 2017-2018

Franklin County District School Board

IDEA General and Special Assurances

Instructions: Please review the following assurances and place a check mark in the "Agreed" box indicating certification of compliance with these requirements.

Child Find



Agreed

In accordance with 20 U.S.C. 1412(a)(3) and 34C FR §300.111, districts shall ensure that all children residing within its jurisdiction, including children with disabilities who are homeless or are wards of the state and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

--Carry out screening, referral, and student evaluation procedures as required by Rule 6A-6.0331, FAC, and as described in the currently approved Exceptional Student Education Policies and Procedures document ensuring that all children residing within the jurisdiction of the district and who are in need of special education and related services are identified, located, and evaluated. These procedures will be carried out in collaboration with the Florida Diagnostic and Learning Resources System (FDLRS).

--Cooperate with the Department of Health Early Steps for IDEA, Part C, child find activities to ensure that all infants and toddlers with disabilities ages birth through two are identified, located, and evaluated, and receive appropriate transition services.

Free and Appropriate Public Education (FAPE)



Agreed

In accordance with 20 U.S.C. 1412 (a)(1) and 34C FR §§300.101 – 300.108, a free appropriate public education is available to all children with disabilities residing in the school district between the ages of 3-21, inclusive, including children with disabilities who have been suspended or expelled, and/or are being served in an alternative program. Also in accordance with §1003.52, Florida Statutes, provision of services includes appropriate program of instruction and special education services for students with disabilities in Department of Juvenile Justice (DJJ) programs.

Full Educational Opportunity Goal



Agreed

A goal of providing full educational opportunity to all children with disabilities according to 20 U.S.C. 1412(a)(2) and 34C FR §§300.109 – 300.110 and as stated in Florida's State Improvement Plan is supported and endorsed by the district.

Procedural Safeguards



Agreed

Policies and procedures have been adopted which provide procedural safeguards for children with disabilities and their parents as required by 34C FR §§300.500 – 300.536 and in accordance with U.S.C. 1412(a)(6) and 34C FR §300.121.

Least Restricted Environment



Agreed

In accordance with 20 U.S.C. 1412(a)(5) and 34C FR §§300.114 – 300.120, to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Confidentiality of Information



Agreed

Assures compliance with 20 U.S.C. 1412 (a)(8) and 34C FR §300.623 to protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

Coordination with Elementary and Secondary Education Act of 1965



Agreed

Funds used to carry out coordinated early intervening services may also be aligned with activities funded by and carried out under the ESEA, if such funds are used to supplement and not supplant funds made available under ESEA. (20 U.S.C. 1413 (f)(5) and 34C FR §300.226(e)).

Consistency with State Policies



Agreed

The LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§300.101 through 300.163, and §§300.165 through 300.174.

(20 U.S.C. 1413 (a)(1) and 34C FR §300.201)

Use of Funds and Maintenance of Effort (MOE)



Agreed

Assures compliance with federal regulations 20 U.S.C. 1413 (a)(2)(A)(i)-(iii) and 34C FR §300.202(a)(2), as specified in Project Application and Amendment Procedures for Federal and State Programs Administered by the Florida Department of Education, (Green Book)

(a) General. Amounts provided to the LEA under Part B of the Act—

- (1) Must be expended in accordance with the applicable provisions of this part;
- (2) Must be used only to pay the excess costs of providing special education and related services to children with disabilities, consistent with paragraph (b) of this section; and
- (3) Must be used to supplement State, local, and other Federal funds and not to supplant those funds.

(b) Excess cost requirement—(1) General. (i) The excess cost requirement prevents an LEA from using funds provided under Part B of the Act to pay for all of the costs directly attributable to the education of a child with a disability, subject to paragraph (b)(1)(ii) of this section.

(ii) The excess cost requirement does not prevent an LEA from using Part B funds to pay for all of the costs directly attributable to the education of a child with a disability in any of the ages 3, 4, 5, 18, 19, 20, or 21, if no local or State funds are available for nondisabled children of these ages. However, the LEA must comply with the nonsupplanting and other requirements of this part in providing the education and services for these children.

(2)(i) An LEA meets the excess cost requirement if it has spent at least a minimum average amount for the education of its children with disabilities before funds under Part B of the Act are used.

(ii) The amount described in paragraph (b)(2)(i) of this section is determined in accordance with the definition of excess costs in § 300.16. That amount may not include capital outlay or debt service.

(3) If two or more LEAs jointly establish eligibility in accordance with § 300.223, the minimum average amount is the average of the combined minimum average amounts determined in accordance with the definition of excess costs in § 300.16 in those agencies for elementary or secondary school students, as the case may be.

Maintenance of Effort



Agreed

(a) Eligibility standard. (1) For purposes of establishing the LEA's eligibility for an award for a fiscal year, the SEA must determine that the LEA budgets, for the education of children with disabilities, at least the same amount, from at least one of the following sources, as the LEA spent for that purpose from the same source for the most recent fiscal year for which information is available:

- (i) Local funds only;
- (ii) The combination of State and local funds;
- (iii) Local funds only on a per capita basis; or
- (iv) The combination of State and local funds on a per capita basis.

(2) When determining the amount of funds that the LEA must budget to meet the requirement in paragraph (a)(1) of this section, the LEA may take into consideration, to the extent the information is available, the exceptions and adjustment provided in Sec. Sec. 300.204 and 300.205 that the LEA:

i) Took in the intervening year or years between the most recent fiscal year for which information is available and this fiscal year for which the LEA is budgeting; and

(ii) Reasonably expects to take in the fiscal year for which the LEA is budgeting.

(3) Expenditures made from funds provided by the Federal government for which the SEA is required to account to the Federal government or for which the LEA is required to account to the Federal government directly or through the SEA may not be considered in determining whether an LEA meets the standard in paragraph (a)(1) of this section.

(b) Compliance standard. (1) Except as provided in Sec. 300.204 and 300.205, funds provided to an LEA under Part B of the Act must not be used to reduce the level of expenditures for the education of children with disabilities made by the LEA from local funds below the level of those expenditures for the preceding fiscal year.

(2) An LEA meets this standard if it does not reduce the level of expenditures for the education of children with disabilities made by the LEA from at least one of the following sources below the level of those expenditures from the same source for the preceding fiscal year, except as provided in Sec. 300.204 and 300.205:

(i) Local funds only;

(ii) The combination of State and local funds;

(iii) Local funds only on a per capita basis; or

(iv) The combination of State and local funds on a per capita basis.

(3) Expenditures made from funds provided by the Federal government for which the SEA is required to account to the Federal government or for which the LEA is required to account to the Federal government directly or through the SEA may not be considered in determining whether an LEA meets the standard in paragraphs (b)(1) and (2) of this section.

(c) Subsequent years. (1) If, in the fiscal year beginning on July 1, 2013 or July 1, 2014, an LEA fails to meet the requirements of Sec. 300.203 in effect at that time, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required in the absence of that failure, not the LEA's reduced level of expenditures.

(3) If, in any fiscal year beginning on or after July 1, 2015, an LEA fails to meet the requirement of paragraph (b)(2)(ii) or (iv) of this section and the LEA is relying on the combination of State and local funds, or the combination of State and local funds on a per capita basis, to meet the requirements of paragraph (a) or (b) of this section, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required under paragraph (b)(2)(ii) or (iv) in the absence of that failure, not the LEA's reduced level of expenditures.

(d) Consequence of failure to maintain effort. If an LEA fails to maintain its level of expenditures for the education of children with disabilities in accordance with paragraph (b) of this section, the SEA is liable in a recovery action under section 452 of the General Education Provisions Act (20 U.S.C. 1234a) to return to the Department, using non-Federal funds, an amount equal to the amount by which the LEA failed to maintain its level of expenditures in accordance with paragraph (b) of this section in that fiscal year, or the amount of the LEA's Part B subgrant in that fiscal year, whichever is lower.

(Authority: 20 U.S.C. 1413(a)(2)(A), and 34C FR §300.203)

In accordance with 34C FR §300.203, to allow the SEA to determine if the LEA has complied with the above IDEA requirements to budget at least the same amount as the LEA budgeted in the most recent prior year for the education of students with disabilities using state and local resources, please enter the budget and expenditure amounts for the indicated fiscal years in the boxes below. These amounts are to reflect state and local resources only. Districts are required to maintain supporting documentation of these computations for audit purposes.

Budgetary Amounts

Fiscal year 2016-17

1107471.00

Fiscal year 2017-18

1604564.00

Expenditures

Fiscal Year 2015-2016

1001696.00

These figures are calculated:

- ☐ Using local funds only
- ☒ the combination of state and local funds

These figures represent:

- ☒ Total amounts
- ☐ Per capita amounts

Will you be reducing MOE for the FY 2017-2018?

<input type="radio"/> Yes
<input checked="" type="radio"/> No

If Yes, please explain: Explanations must be provided when the fiscal year 2017-2018 budgeted number is less than that of the 2016-2017 fiscal year. Additionally, all explanations must concur with 34 CFR §300.204 or 300.205 and include the amount by which MOE is being reduced. Failure to provide an acceptable explanation may cause a delay in funding.

Responses are limited to 600 characters.

--

Exception to Maintenance of Effort

- ☒ Agreed

Notwithstanding the restriction in §300.203(a), an LEA may reduce the level of expenditures by the LEA under Part B of the Act below the level of those expenditures for the preceding fiscal year if the reduction is attributable to any of the following:

(a) The voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel.

(b) A decrease in the enrollment of children with disabilities.

(c) The termination of the obligation of the agency consistent with this part, to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA, because the child-

(1) Has left the jurisdiction of the agency;

(2) Has reached the age at which the obligation of the agency to provide FAPE to the child has terminated; or

(3) No longer needs the program of special education.

(d) The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.

(e) The assumption of cost by the high cost fund operated by the SEA under §300.704(c).

(20 U.S.C. 1413(a)(2)(B) and 34 CFR §300.204)

Adjustment to Local Fiscal Effort



Agreed

(a) Amounts in excess. Notwithstanding §300.202(a)(2) and §300.203(a), and except as provided in paragraph (d) of this section and §300.230(e)(2), for any fiscal year for which the allocation received by an LEA under §300.705 exceeds the amount the LEA received for the previous fiscal year, the LEA may reduce the level of expenditures otherwise required by §300.203(a) by not more than 50 percent of the amount of that excess.

(b) Use of amounts to carry out activities under ESEA. If an LEA exercises the authority under paragraph (a) of this section, the LEA must use an amount of local funds equal to the reduction in expenditures under paragraph (a) of this section to carry out activities that could be supported with funds under the ESEA regardless of whether the LEA is using funds under the ESEA for those activities.

(c) State prohibition. Notwithstanding paragraph (a) of this section, if an SEA determines that an LEA is unable to establish and maintain programs of FAPE that meet the requirements of section 613(a) of the Act and this part or the SEA has taken action against the LEA under section 616 of the Act and subpart F of these regulations, the SEA must prohibit the LEA from reducing the level of expenditures under paragraph (a) of this section for that fiscal year.

(d) Special rule. The amount of funds expended by an LEA for early intervening services under §300.226 shall count toward the maximum amount of expenditures that the LEA may reduce under paragraph (a) of this section.

(20 U.S.C. 1413(a)(2)(B) and 34 CFR §300.205)

Schoolwide Programs under Title I of the ESEA



Agreed

General. Notwithstanding the provisions of §300.202 and 300.203 or any other provision of Part B of the Act, an LEA may use funds received under Part B of the Act for any fiscal year to carry out a schoolwide program under section 1114 of the ESEA, except that the amount used in any schoolwide program may not exceed-

- (1)(i) The amount received by the LEA under Part B of the Act for that fiscal year, divided by
- (ii) The number of children with disabilities in the jurisdiction of the LEA; and multiplied by
- (2) The number of children with disabilities participating in the schoolwide program.

(b) Funding conditions. The funds described in paragraph (a) of this section are subject to the following conditions:

(1) The funds must be considered as Federal Part B funds for purposes of the calculations required by §300.202 (a)(2) and (a)(3).

(2) The funds may be used without regard to the requirements of §300.202 (a)(1).

(c) Meeting other Part B requirements. Except as provided in paragraph (b) of this section, all other requirements of Part B of the Act must be met by an LEA using Part B funds in accordance with paragraph (a) of this section, including ensuring that children with disabilities in schoolwide program schools-

(1) Receive services in accordance with a properly developed IEP; and

(2) Are afforded all of the rights and services guaranteed to children with disabilities under the Act.

(Authority: 20 U.S.C. 1413(a)(2)(D) and 34 CFR §300.206)

Personnel Development



Agreed

Personnel Development The LEA must ensure that all personnel necessary to carry out Part B of the Act area appropriately and adequately prepared, subject to the requirements of §300.156 (related to personnel qualifications) and section 2122 of the ESEA.

(20 U.S.C. 1413(a)(3)(B) and 34 CFR §300.207)

Permissive Use of Funds



Agreed

(a) Uses. Notwithstanding §§300.202, 300.203(a), and 300.162(b), funds provided to an LEA under Part B of the Act may be used for the following activities:

(1) Services and aids that also benefit nondisabled children. For the costs of special education and related services, and supplementary aids and services, provided in a regular class or other education-related setting to a child with a disability in accordance with the IEP of the child, even if one or more nondisabled children benefit from these services.

(2) Early intervening services. To develop and implement coordinated, early intervening educational services in accordance with §300.226

(3) High cost special education and related services. To establish and implement cost or risk sharing funds, consortia, or cooperatives for LEA itself, or for LEAs working in a consortium of which the LEA is a part, to pay for high cost special education and related services.

(b) Administrative case management. An LEA may use funds received under Part B of the Act to

purchase appropriate technology for recordkeeping, data collection, and related case management activities of teachers and related services personnel providing services described in the IEP of children with disabilities, that is needed for the implementation of those case management activities.

(Authority: 20 U.S.C. 1413(a)(4) 34 CFR §300.208).

Treatment of Charter Schools



Agreed

(a) Rights of children with disabilities. Children with disabilities who attend public charter schools and their parents retain all rights under this part.

(b) Charter schools that are public schools of the LEA.(1) in carrying out Part B of the Act and these regulations with respect to charter schools that are public schools of the LEA, the LEA must-

(i) Serve children with disabilities attending those charter schools in the same manner as the LEA serves children with disabilities in its other schools, including providing supplementary and related services on site at the charter school to the same extent to which the LEA has a policy or practice of providing such services on the site to its other public schools; and

(ii) Provide funds under Part B of the Act to those charter schools-

(A) On the same time as the LEA provides funds to the LEA's other public schools, including proportional distribution based on relative enrollment of children with disabilities; and

(B) At the same time as the LEA distributes other Federal funds to the LEA's other public schools, consistent with the State's charter school law.

(2) If the public charter school is a school of an LEA that receives funding under §300.705 and includes other public schools-

(i) The LEA is responsible for ensuring that the requirements of this part are met, unless State law assigns that responsibility to some other entity; and

(ii) The LEA must meet the requirements of paragraph (b)(1) of this section.

(c) Public charter schools that are LEAs. If the public charter school is an LEA, consistent with § 300.28, that receives funding under §300.705, that charter school is responsible for ensuring that the requirements of this part are met, unless State law assigns that responsibility to some other entity.

(d) Public charter schools that are not an LEA or a school that is part of an LEA. (1) If the public charter school is not an LEA receiving funding under §300.705, or a school that is part of an LEA receiving funding under § 300.705, the SEA is responsible for ensuring that the requirements of this part are met.

(2) Paragraph (d)(1) of this section does not preclude a State from assigning initial responsibility for ensuring the requirements of this part are met to another entity. However, the SEA must maintain the ultimate responsibility for ensuring compliance with this part, consistent with §300.149.

(20 U.S.C. 1413(a)(5)(B) and 34 CFR §300.209)

National Instructional Materials Access Center



Agreed

(a) General. Not later than December 3, 2006, an LEA that chooses to coordinate with National Instructional Materials Access Center (NIMAC), when purchasing print instructional materials, must acquire those instructional materials in the same manner, and subject to the same conditions as an SEA under §300.172.

(b) Rights of LEA.(1) Nothing in this section shall be constructed to require an LEA to coordinate with the NIMAC.

(2) If an LEA chooses not to coordinate with the NIMAC, the LEA must provide an assurance to the SEA that the LEA will provide instructional materials to blind persons or other persons with print disabilities in a timely manner.

(3) Nothing in this section relieves an LEA of its responsibility to ensure that children with disabilities who need instructional materials in accessible formats but are not included under the definition of blind or other persons with print disabilities in §300.172(e)(1)(i) or who need materials that cannot be produced from NIMAS files, receive those instructional materials in a timely manner.

(20 U.S.C. 1413(a)(6) and 34 CFR §300.210)

Information for SEA



Agreed

The LEA must provide the SEA with information necessary to enable the SEA to carry out its duties under Part B of the Act, including, with respect to §§300.157 and 300.160, information relating to the performance of children with disabilities participating in programs carried out under Part B of the Act.

(20 U.S.C. 1413(a)(7)(B) and 34 CFR §300.211)

Public Information



Agreed

The LEA must make available to parents of children with disabilities and to the general public all documents relating to the eligibility of the agency under Part B of the Act.

(20 U.S.C. 1413(a)(8) and 34 CFR § 300.212)

Records regarding migratory children with disabilities



Agreed

The LEA must cooperate in the Secretary's efforts under section 1308 of the ESEA to ensure the linkage of records pertaining to migratory children with disabilities for the purpose of electronically exchanging, among the States, health and educational information regarding those children.

(20 U.S.C. 1413(a)(9) and 34 CFR § 300.213)

Individuals with Disabilities Education Act (IDEA) 2017-2018

Franklin County District School Board

IDEA Assurances Private Schools

Instructions: Please review the following assurances and place a check mark in the "Agreed" box indicating certification of compliance with these requirements.

--

Children with Disabilities Enrolled by Their Parents in Private Schools



Agreed

Assures compliance with 20 U.S.C. 1412 (a)(10) and 34 CFR §§300.130 – 300.148, as follows:

- Child find activities to locate, identify, and evaluate all parentally-placed private school children with disabilities shall be similar to those activities undertaken for public school children and designed to ensure the equitable participation of parentally-placed private school children with disabilities.
- Consultation with representatives of private schools shall be undertaken in a timely and meaningful manner to determine the number of parentally-placed private school children with disabilities. This child count shall be used to determine the amount the district shall expend for providing special education and related services to private school children with disabilities in the subsequent fiscal year
- A proportionate share of the district's total annual award under IDEA, Part B, and IDEA, Part B, Preschool shall be expended on special education and related services for parentally-placed private school children. Expenditures for child find activities, including individual evaluations, shall not be considered when determining whether the district has met its obligation.
- NOTE: Total proportionate share is calculated by multiplying the total district allocation by the ratio of eligible private school students to the total number of eligible private and public students. (IDEA, Part B, and IDEA, Part B, Preschool amounts are calculated separately using the student count by eligible age group.)
- On an annual basis each district shall provide to the Florida Department of Education the number of parentally-placed private school children evaluated, determined eligible, and served under IDEA.
- The consultation process shall include a discussion with representatives of the private schools regarding the provision of services, including how, where, and by whom special education and related services will be provided. If the district disagrees with the private school officials with respect to the provision of services or types of services, the school district shall provide to the private school officials written explanation of the reasons why the district chose not to provide services through a contract.
- After timely and meaningful consultation has occurred, school districts shall obtain written affirmation signed by the representatives of participating private schools. If representatives do not provide affirmation within a reasonable length of time, the district shall forward documentation of the consultation process to the Florida Department of Education.

Individuals with Disabilities Education Act (IDEA) 2017-2018

Franklin County District School Board

Schoolwide Programs Under Title I of the ESEA

Instructions: Describe the services or programs that will be implemented using IDEA, Part B, funds. If this item is not applicable, please indicate "not applicable" or "N/A."

Funds may be used to carry out a schoolwide program under section 1114 of the ESEA of 1965, according to 20 U.S.C. 1413 (a)(2)(D) and 34 CFR §300.206. Funds shall not exceed the number of children with disabilities participating in the schoolwide program multiplied by the amount of funds allocated for the fiscal year divided by the number of children with disabilities in the district:

Response: N/A

Individuals with Disabilities Education Act (IDEA) 2017-2018

Franklin County District School Board

Parent Involvement and Participation

Instructions: Review the statements below and place a check mark next to all applicable statements that best describe your district's or agency's efforts to ensure (A) Parent Involvement and (B) Parent Participation.

A. Parents of children with disabilities are involved in meeting the full educational opportunity goal through the following activities:

<input checked="" type="checkbox"/>	Participation on district advisory committee.
<input type="checkbox"/>	Participation on school advisory committees.
<input type="checkbox"/>	Attendance at meetings where information regarding rules and regulations are discussed.
<input type="checkbox"/>	Attendance at meetings where instructional strategies are shared.
<input checked="" type="checkbox"/>	Participation in the evaluation, reevaluation, and eligibility processes.
<input checked="" type="checkbox"/>	Participation in the IEP/family support plan development and review process.
<input type="checkbox"/>	Participation in classroom activities.
<input type="checkbox"/>	Participation in family support meetings or activities.
<input checked="" type="checkbox"/>	Participation in group or individual parent conferences or meetings.
<input type="checkbox"/>	Participation in any group that makes decisions on the educational placement of their child.
<input checked="" type="checkbox"/>	Appraisal of school board agenda items through the public notice process.
<input checked="" type="checkbox"/>	Assistance in evaluating program effectiveness.
<input type="checkbox"/>	Other:

Specify Other:

B. Parents of children with disabilities were provided the opportunity to participate in the development of the project application through the following methods:

<input type="checkbox"/>	Parents were specifically requested to offer suggestions for project planning during classroom activities or during the IEP development process.
<input checked="" type="checkbox"/>	A questionnaire, requesting suggestions for project planning, was mailed to parents.
<input checked="" type="checkbox"/>	Participants on the district advisory council (including parents) provided suggestions for project development.
<input type="checkbox"/>	Suggestions for project development were solicited from school improvement team members representing parents.
<input type="checkbox"/>	Public notice was provided to solicit parental input in project development through newspaper notices, memoranda, telephone calls, or individual letters.



Other:

Specify Other: Public notice was provided to solicit parent input in project development through the district website.

Individuals with Disabilities Education Act (IDEA) 2017-2018

Franklin County District School Board

Benefits to Nondisabled Students

Instructions: Describe the services or programs that will be implemented using IDEA, Part B, funds. If this item is not applicable, please indicate "not applicable" or "N/A."

Services and aids that also benefit nondisabled children. Funds may be used for the costs of providing special education and related services, and supplementary aids and services provided in a regular class or other education-related setting to a child with a disability in accordance with the child's IEP, where nondisabled children benefit from these services. Identify services and aids where a nondisabled child may derive incidental benefit. (20 U.S.C. 1413(a)(4)(A)(i) and 34 CFR §300.208(a)(1))

Response: Students with disabilities are included in general education courses and as a result there is additional support through the placement of a paraprofessional in the classroom with the teacher. This paraprofessional will work with all students in the class including SWD and non-disabled students. A portion of the paraprofessional's salary may be paid from IDEA funds.

Individuals with Disabilities Education Act (IDEA) 2017-2018

Franklin County District School Board

Instructions: Describe the services or programs that will be implemented using IDEA, Part B, CEIS funds.

Will your district be utilizing CEIS funds for the fiscal year 2017-18?

☐ No

Is your district required to use CEIS funds?

☐ No: No more than 15% of funds may be used to develop and implement activities that support coordinated early intervening services.

Reporting Requirements:

☒ **Agreed**

Each LEA that develops and maintains coordinated, early intervening services under this section must annually report to the SEA on the number of children served under this section who received early intervening services; and the number of children served under this section who received early intervening services and subsequently receive special education and related services under Part B of the Act during the preceding two year period."

(34 CFR §300.266(d))

Estimated Number of Student to be Served during Fiscal Year 2017-2018.

Please provide an estimated number of students who will potentially benefit from CEIS funding. This number should provide a basis for budgeting and planning and may not be reflective of the actual number of students served and reported to FLDOE per 34 CFR §300.266(d).

Estimated Number of Student to be Served

0

CEIS Plan Narrative

Please describe each aspect of your CEIS plan.

Identification

The Educational level for CEIS: Elementary, Middle or High School.

NA

The academic or behavioral areas that will be the focus of CEIS efforts.

NA

The reason why the district selected to focus on this level and chose this intervention.

NA

The method of screening to determine a student's need for CEIS.

NA

Student Supports

The academic or student supports and services that will be provided to students identified as needing Tier2/3 interventions.

NA

How these supports and services address student needs.

NA

Progress Monitoring

The measure by which a student's progress will be monitored.

NA

How often will progress monitoring take place.

NA

How the data from progress monitoring will be used to make decisions regarding continued participation in CEIS.

NA

How the district determine the success of its CEIS efforts for the individual student.

NA

Personnel and Professional Development.

List the types and duties of the personnel who implement the academic or behavioral supports and progress monitoring.

NA

The types of professional development offered to staff to enable them to deliver scientifically based academic and behavioral interventions.

nNA

Budget Priorities.

The district needs to describe how it will use IDEA, Part B, CEIS set-aside funds to implement the previously listed CEIS priorities. The description must correspond with the line items in the CEIS Budget.

NA

CEIS funds cannot be used for student universal screening or on district or school-wide initiatives that are intended for all students. CEIS funds can only be used for activities that support coordinated early intervening services for students in grade K-12 who have not been identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education. In addition to direct services to students, activities may include professional development for teachers to support delivery of scientifically-based academic instruction and behavioral interventions to the general education student identified as needing tier 2 and tier 3 interventions.

CEIS Funds

Did your district use CEIS funds for FY 2016-2017?

☒ No

Was your district required to use CEIS funds for FY 2016-2017?

☒ No

Does your district have any unexpended funds from CEIS (carry forward amount) from FY 2016-2017?

☒ No

If you answered yes to all the above questions, your district is required to carry forward any unexpended CEIS funds from the previous year. Additionally, if your district was required to use the CEIS set-aside in years prior and those funds have remained unspent, they too must be carried forward until fully expended. If you answered no to any of the questions above, you may choose to carry forward any unspent funds for the purposes of CEIS or you may reallocate those funds for IDEA purposes (34 CFR §300.646(b)(2)).

If you are not using CEIS funds, Please enter zeros in the entry boxes below.

Total Amount of Carried Forward funds from FY 2016-2017	\$0.00
Required CEIS Amount for FY 2017-2018	\$0.00

Required CEIS Budget for FY 2017-2018

\$0.00

Print

Individuals with Disabilities Education Act (IDEA) 2017-2018

Franklin County District School Board

Administrative Case Management

Instructions: Describe the services or programs that will be implemented using IDEA, Part B, funds. If this item is NOT applicable, please indicate "not applicable" or "N/A."

Funds may be used to purchase appropriate technology for recordkeeping, data collection, and related case management activities of teachers and related services personnel providing services described in the IEP which are necessary for the implementation of such case management activities. Describe use of funds, if applicable. (20 U.S.C. 1413 (a)(4)(B) and 34 CFR §§300.208(b))

Response: N/A

Individuals with Disabilities Education Act (IDEA) 2017-2018

Franklin County District School Board

Support for Strategic Plan and Reading, Math, and Science Initiatives

The applicant must describe how the project will incorporate one or more of the strategic goals of Florida's State Board of Education Strategic Plan for 2012-2018 and how the project will address the reading, math, and science initiatives, including the identification of targeted State Performance Plan (SPP) Indicators. For further guidance, use the following URLs for more information: <http://www.fldoe.org/core/fileparse.php/7734/urlt/0075039-strategicv3.pdf>; <http://www.justreadflorida.com>; and <http://www.fldoe.org/bii/oms.asp>.

Response: Florida's State Board of Education Strategic Plan has four areas of focus, highest student achievement, seamless articulation and maximum access, skilled workforce and economic development and quality efficient services. Franklin County School District has addressed each of these areas in our District Strategic Plan. The district will implement instructional practices and procedures that result in the most efficient and productive services so that all students reach their highest achievement and are prepared for the workforce of the future. Highly qualified teachers will be placed in classrooms with the instructional materials and supports they need to address the needs of their students. Job embedded professional development will enable teachers to continually grow and improve their teaching. Teachers will follow the Florida State Standards and design lessons and assessments that measure student progress throughout the school year and adjust their instruction to address remedial or acceleration needs of the students. The district and school staff will use data from a variety of sources to monitor student progress throughout the year. Classroom walkthroughs will be used to collect data on the teacher implementation of the instructional strategies designed to increase student performance as part of their evaluation.

Individuals with Disabilities Education Act (IDEA) 2017-2018

Franklin County District School Board

General Education Provisions Act

For each award year, applicants are required to describe how equitable access to and participation in its program for students, teachers, and other program beneficiaries with special needs will be provided in accordance with section 427 of the General Education Provisions Act (GEPA), Public Law 103-382. This description must include the steps the applicant is taking to ensure equitable access to, and participation in, its IDEA, Part B, program for students, teachers, and other program beneficiaries with special needs. Additionally the description needs to address how the district overcomes any or all barriers, including gender, race, national origin, color, disability, or age, applicable to the district's circumstances, that can impede equitable access or participation in this project. See this requirement at the following URL: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc>

Response: Franklin County assures that it complies with GERPA, Public Law 103-382, in providing equitable access and participation in our programs under IDEA for students, teachers, and other program beneficiaries with special needs without regard to gender, race, national origin, color, disability, or age. Our district provides equitable access through the following methods: Adherence to the Administrative Procedures Act, the Special Program and Procedures document and School Board Policies. The District ensures that all parents/students are aware of their rights through the dissemination of the Parental Rights document at each IEP meeting.

Individuals with Disabilities Education Act (IDEA) 2017-2018

Franklin County District School Board

Private School Consultation

IDEA 2004 requires that districts consult with private school representatives and representatives of parents of children with disabilities to ensure that eligible parentally-placed private school students can meaningfully participate in special education and related services. To demonstrate compliance with the regulations, applicants must provide a description of the consultation process carried out by the district in preparation for the 2017-18 school year.

Response: Consultation process 1) To identify student Franklin County sends letters and when necessary makes phone calls to private schools to inform them of the district's obligation to identify SWDs, and how parentally placed private school students (PPPSS) can equitably participate in IDEA. 2) Private Schools and parents are informed of the process through face to face meetings and written and electronic communications. 3) The decision of what services are provided is based on the needs of the student. The needs are identified through parent conversations, student evaluation data and private school and LEA discussions. 4) The copies of the consultative agreement and services plans are provided to the private school representative. PPPSS procedural safeguards are provided to parents. 5) Franklin County conducts "timely and meaningful" face to face consultation with private school representatives as needed during the year. When meetings occur documentation of the consultation meeting is signed at the end of the meeting and maintained at the district office.

Individuals with Disabilities Education Act (IDEA) 2017-2018

Franklin County District School Board

Proportionate Share - Part B Entitlement Calculation Page

Instructions: Enter the counts for eligible students with disabilities in private schools located within the district and for eligible students with disabilities in the public schools in the fields indicated below. Click on the **SAVE button**, which will automatically calculate the remaining fields for the worksheet, including the proportionate share of IDEA, Part B funds for which your district must expend.

Eligible Private School Students ages 3-21

Data	Count	Possible Data Source
Total number of eligible parentally-placed private school students ages 3-21 with disabilities	1	District data collection during fall 2016 via consultation process, paper survey, and/or other methods. For students to be considered in this count, private schools must meet the state's statutory definition, as an elementary or secondary school with kindergarten or higher grades AND be registered with the FDOE as a "not-for-profit" private school.

Eligible Public School Students ages 3-21 with disabilities

Total number of eligible public school students ages 3-21	254	October 2016 survey 2, child count of students with disabilities reported to FDOE through automated student data system
---	-----	---

Eligible Public School and Private School Students Ages 3-21

Total number of eligible students ages 3-21 attending schools (public and private) in the district	255	Calculated Total
Proportion of eligible private school Students to total eligible population	0.39%	Calculated Percentage

IDEA, Part B, Allocation

Federal Funds	\$317,459.00	Federally-mandated formula
---------------	--------------	----------------------------

IDEA, Part B, Proportionate Share

Part B Proportionate Share	\$1,244.94	Calculated Proportionate Share
----------------------------	------------	--------------------------------

Individuals with Disabilities Education Act (IDEA) 2017-2018

Franklin County District School Board

Proportionate Share - Preschool Calculation Page

Instructions: Enter the counts for eligible preschool children with disabilities in private schools located within the district and for eligible preschool children with disabilities in the public schools in the fields indicated below. Click on the **SAVE** button, which will automatically calculate the remaining fields for the worksheet, including the proportionate share of IDEA, Part B, Preschool funds for which your district must expend.

Eligible Private School Children ages 3-5

Data	Count	Possible Data Source
Total number of eligible parentally-placed private school children ages 3-5 with disabilities	0	District data collection during fall 2016 via consultation process, paper survey, and/or other methods. For students to be considered in this count, private schools must meet the state's statutory definition, as an elementary or secondary school with kindergarten or higher grades AND be registered with the FDOE as a "not-for-profit" private school.

Eligible Public School Children ages 3-5 with disabilities

Total number of eligible public school children ages 3-5	9	October 2016 survey 2, child count of students with disabilities reported to FDOE through automated student data system
--	---	---

Eligible Public School and Private School Children Ages 3-5

Total number of eligible children ages 3-5 attending schools (public and private) in the district	9	Calculated Total
Proportion of eligible private school Students to total eligible population	0.00%	Calculated Percentage

IDEA, Part B, Preschool Allocation

Federal Funds	\$30,283.00	IDEA, Part B, Preschool Proportionate Share
---------------	-------------	---

IDEA, Part B, Preschool Proportionate Share

Preschool Proportionate Share	\$0.00	Calculated Proportionate Share
-------------------------------	--------	--------------------------------

Individuals with Disabilities Education Act (IDEA) 2017-2018

Franklin County District School Board

Proportionate Share - Expenditures

Instructions:

In the applicable areas below, enter the dollar amounts for proportionate share expenditures rounded up to the nearest dollar and in the narrative box provide a description of how funds were used to satisfy the proportionate share requirement. **NOTE: Costs associated with conducting evaluations and reevaluations are considered child find activities, which are the district's obligation under child find and are NOT permissible charges for satisfying the proportionate share requirement.**

If proportionate share was set-aside and funds were NOT expended, please provide an explanation in the response section below.

If this section is not applicable (no funds set-aside for proportionate share), enter zeros for amounts and "N/A" in the narrative box below.

The LEA must budget the amount indicated under the minimum required budget.

Use only dollar amounts. No decimals, please.

In the applicable areas below, enter the dollar amounts for proportionate share expenditures rounded up to the nearest dollar and in the narrative box provide a description of how funds were used to satisfy the proportionate share requirement. **NOTE: Costs associated with conducting evaluations and reevaluations are considered child find activities, which are the district's obligation under child find and are NOT permissible charges for satisfying the proportionate share requirement.**

If proportionate share was set-aside and funds were NOT expended, please provide an explanation in the response section below.

If this section is not applicable (no funds set-aside for proportionate share), enter zeros for amounts and "N/A" in the narrative box below.

The LEA must budget the amount indicated under the minimum required budget.

IDEA, Part B

Amount Budgeted for FY 2016-2017, ending June 30.2017	\$ 0
Amount Expended for FY 2016-2017, ending June 30, 2017	\$ 0
Amount of Roll Carried Forward to FY 2017-2018	\$ 0
Calculated Amount for FY 2017-2018	\$ 1244.94
Minimum Required Budget for FY 2017-2018	\$ 1244.94
Provide a brief description of how proportionate share funds were expended by the district to ensure compliance with IDEA regulations.	

(Limit 5,000 characters or about 1000 words.)

A portion of the IDEA funds are used for the contract services of the SLP which pr

IDEA, Part B, Preschool

Amount Budgeted for FY 2016-2017, ending June 30, 2017	\$ 0
Amount Expended for FY 2016-2017, ending June 30, 2017	\$ 0
Amount of Roll Carried Forward to FY 2017-2018	\$ 0
Calculated Amount for FY 2017-2018	\$ 0.00
Minimum Required Budget for FY 2017-2018	\$ 0

Provide a brief description of how proportionate share funds were expended by the district to ensure compliance with IDEA regulations.
(Limit 5,000 characters or about 1000 words.)

NA

Individuals with Disabilities Education Act (IDEA) 2017-2018

Franklin County District School Board

Support to Charter Schools

To ensure compliance with IDEA regulations, the applicant must describe how students with disabilities enrolled in its charter schools benefit from IDEA, Part B and IDEA, Part B, Preschool Entitlement funds in the same manner as students with disabilities in its other public schools.

Response: ABC Charter School will receive 20% of IDEA Part B and IDEA Part B Preschool allocation.



Franklin County District Schools

85 School Rd., Suite 1

Eastpoint, FL 32328

Superintendent Traci Moses

tmoses@franklin.k12.fl.us

(850)670-2810 ex. 4111

TO: Franklin County School Board Members

FROM: Traci Moses, Superintendent

SUBJECT: Request for Acceptance/Approval of the Superintendent's Monthly Financial Report

DATE: June 15, 2017

BACKGROUND INFORMATION: The Superintendent's Monthly Financial Statement is routine in nature and represents financial transactions of the District through **May 31, 2017.**

STRATEGIC PLAN IMPACT: The Superintendent's Monthly Financial Report tracks the allocation and use of our financial resources. This helps insure that resources are focused on mastery of academic standards.

EDUCATIONAL IMPACT: Accurate financial reporting will allow school resources to be focused on student learning.

FISCAL IMPACT: This report will allow the District to monitor the financial position of its accounts.

RECOMMENDATION: Approval of the Superintendent's Monthly Report

ACTION REQUIRED: Acceptance of Superintendent's recommendation

REVIEWED AND SUBMITTED FOR APPROVAL BY: Shannon Venable, Director of Financial Services

GENERAL FUND ANALYSIS	May-17	May-16
REVENUES COLLECTED TO DATE:	11,530,601	10,882,374
% REVENUES COLLECTED TO DATE:	98%	94%
EXPENDITURES TO DATE:	10,710,360	10,168,722
% EXPENDITURES TO DATE:	84%	87%
% of year complete	92%	
ENDING FUND BALANCE	Projected 6/30/2017	Ended 6/30/2016
UNRESTRICTED FUND BALANCE	1,443,134	1,680,240
RESTRICTED FUND BALANCE	305,220	282,496
ASSIGNED FUND BALANCE	28,112	24,987
TOTAL FUND BALANCE	1,776,466	1,987,723
FUND BALANCE %	12.43%	14.80%

DISTRICT 1
GEORGE THOMPSON

DISTRICT 2
PAM MARSHALL

DISTRICT 3
TERESA ANN MARTIN

DISTRICT 4
STACY KIRVIN

DISTRICT 5
CARL WHALEY

SUPERINTENDENT'S MONTHLY FINANCIAL REPORT
DISTRICT SUMMARY BUDGET : INCLUDES TOTAL APPROPRIATIONS
For Fiscal Year Ending June 30, 2017

Report Period: July 1, 2016 - May 31, 2017

GENERAL FUND - FUND 110

APPROPRIATIONS	Account Number	Total Appropriations	Expenditure Amount Used	Budget Balance	Percent Fiscal Yr	Percent of Budget Used
Instruction	5000					
Salaries	100	3,267,708	2,743,346	524,362	92%	84%
Employee Benefits	200	1,066,530	829,828	236,702	92%	78%
Purchased Services	300	3,059,539	2,752,889	306,650	92%	90%
Materials & Supplies	500	170,596	113,434	57,162	92%	66%
Capital Outlay	600	7,998	6,895	1,102	92%	86%
Other Expenses	700	197,792	156,401	41,391	92%	79%
Total		7,770,163	6,602,794	1,167,369	92%	85%
Pupil Personnel Services	6100					
Salaries	100	125,116	99,513	25,603	92%	80%
Employee Benefits	200	39,603	32,322	7,281	92%	82%
Purchased Services	300	73,260	51,462	21,797	92%	70%
Total		237,979	183,297	54,681	92%	77%
Instructional Media Services	6200					
Salaries	100	62,966	52,806	10,160	92%	84%
Employee Benefits	200	21,520	14,213	7,307	92%	66%
Purchased Services	300	829	829	0	92%	100%
Total		85,314	67,848	17,467	92%	80%
Instruction&Curriculum Development Services	6300				92%	
Salaries	100	24,738	17,960	6,778	92%	73%
Employee Benefits	200	10,363	6,236	4,127	92%	60%
Total		35,101	24,196	10,905	92%	69%
Instructional Staff Training Services	6400				92%	
Salaries	100	25,800	834	24,966	92%	3%
Employee Benefits	200	2,708	474	2,235	92%	17%
Purchased Services	300	14,931	6,381	8,550	92%	43%
Total		43,440	7,689	35,751	92%	18%
Instruction Related Technology	6500				92%	
Salaries	100	67,465	61,236	6,230	92%	91%
Employee Benefits	200	10,684	9,604	1,079	92%	90%
Purchased Services	300	71,934	69,035	2,899	92%	96%
Materials & Supplies	500	469	469	0	92%	100%
Total		150,552	140,344	10,209	92%	93%
Board	7100				92%	
Salaries	100	131,960	120,507	11,452	92%	91%
Employee Benefits	200	114,282	101,380	12,902	92%	89%
Purchased Services	300	167,427	136,583	30,844	92%	82%
Materials & Supplies	500	1,782	1,346	436	92%	76%
Other Expenses	700	95,318	24,291	71,027	92%	25%
Total		510,768	384,107	126,661	92%	75%
General Administration	7200				92%	
Salaries	100	129,016	117,550	11,467	92%	91%
Employee Benefits	200	51,198	43,546	7,652	92%	85%
Materials & Supplies	500	1,085	815	270	92%	75%
Other Expenses	700	12,881	12,831	50	92%	100%
Total		194,180	174,741	19,439	92%	90%
School Administration	7300				92%	
Salaries	100	382,411	331,789	50,621	92%	87%
Employee Benefits	200	108,416	94,824	13,592	92%	87%
Materials & Supplies	500	2,594	2,564	30	92%	99%
Other Expenses	700	3,422	3,422	0	92%	100%
Total		496,843	432,600	64,244	92%	87%
Facilities Acquisition and Construction	7400				92%	
Total		317,153	290,881	26,271	92%	92%
Fiscal Services	7500				92%	
Salaries	100	182,766	165,764	17,002	92%	91%
Employee Benefits	200	55,971	50,475	5,496	92%	90%
Purchased Services	300	2,555	2,251	304	92%	88%
Materials & Supplies	500	5,953	4,037	1,916	92%	68%
Other Expenses	700	36,525	36,435	90	92%	100%
Total		283,770	258,962	24,808	92%	91%
Food Service	7600					
Total		-	0	0	92%	
Central Services	7700				92%	
Salaries	100	251,962	229,077	22,885	92%	91%
Employee Benefits	200	66,486	58,478	8,008	92%	88%
Purchased Services	300	84,502	56,666	27,836	92%	67%
Materials & Supplies	500	16,242	11,214	5,028	92%	69%
Other Expenses	700	15,485	14,660	825	92%	95%
Total		434,677	370,096	64,582	92%	85%
Pupil Transportation Services	7800				92%	
Salaries	100	361,057	313,075	47,982	92%	87%
Employee Benefits	200	178,619	148,216	30,402	92%	83%
Purchased Services	300	91,555	71,803	19,752	92%	78%
Energy Services	400	74,839	60,776	14,063	92%	81%
Materials & Supplies	500	88,532	58,326	30,206	92%	66%
Other Expenses	700	24,702	17,282	7,420	92%	70%
Total		819,304	669,479	149,825	92%	82%
Operation of Plant	7900				92%	
Salaries	100	257,187	234,305	22,882	92%	91%
Employee Benefits	200	106,368	98,268	8,100	92%	92%
Purchased Services	300	193,148	170,064	23,084	92%	88%
Energy Services	400	342,692	244,040	98,652	92%	71%
Materials & Supplies	500	55,999	45,993	10,006	92%	82%
Capital Outlay	600	18,422	18,422	0	92%	100%
Other Expenses	700	12,166	12,166	0	92%	100%
Total		985,981	823,257	162,724	92%	83%
Maintenance of Plant	8100				92%	
Salaries	100	136,185	124,391	11,794	92%	91%
Employee Benefits	200	45,248	41,313	3,935	92%	91%
Purchased Services	300	14,449	13,575	874	92%	94%
Energy Services	400	12,000	7,549	4,451	92%	63%
Materials & Supplies	500	76,994	61,780	15,214	92%	80%
Total		284,877	248,607	36,269	92%	87%
Administrative Technology Services	8200				92%	
Purchased Services	300	34,505	31,463	3,043	92%	91%
Total		34,505	31,463	3,043	92%	91%
TOTAL APPROPRIATIONS		12,684,608	10,710,360	1,974,248	92%	84%
		Total Appropriations	Budgeted Amount Used	Budget Balance	Percent Fiscal Yr	Percent of Budget Used

305,220 RESTRICTED
1,443,134 UNRESTRICTED 12.43%
28,112 ASSIGNED
1,776,466 TOTAL ENDING FUND BALANCE - 06/30/17

SUPERINTENDENT'S MONTHLY FINANCIAL REPORT

DISTRICT SUMMARY BUDGET :

DEBT SERVICE FUNDS

For Fiscal Year Ending June 30, 2017

Report Period: July 1, 2016 - May 31, 2017

Debt Service - Special Act Bonds Fund 220						
Appropriations	Account Number	Appropriations Budgeted	Expenditures	Budget Balance	Percent Fiscal Yr	Percent of Budget Used
Transfers Out					92%	
To General Fund	910	306,000	306,000	0	92%	100%
Total		0	0	0	92%	100%
Debt Service - Special Act Bonds Fund 220				Ending Fund Balance 06/30/17		24

Debt Service - Sinking Fund 290						
Appropriations	Account Number	Appropriations Budgeted	Expenditures	Budget Balance	Percent Fiscal Yr	Percent of Budget Used
Debt Service Function 9200					92%	
Redemption of Principal	710	1,119,192	0	1,119,192	92%	0%
Interest	720	418,549	0	418,549	92%	0%
Total		1,537,740	0	1,537,740	92%	0%
Transfers Out					92%	
To General Fund	910			0	92%	
Total Transfers Out		0	0	0	92%	0%
Debt Service - Sinking Fund 290				Ending Fund Balance 06/30/17		875

SUPERINTENDENT'S MONTHLY FINANCIAL REPORT
CAPITAL PROJECTS FUNDS

DISTRICT SUMMARY BUDGET :
For Fiscal Year Ending June 30, 2017

Report Period: July 1, 2016 - May 31, 2017

Public Education Capital Outlay Fund 340						
Appropriations - Function 7400	Account Number	Appropriations Budgeted	Expenditures	Budget Balance	Percent Fiscal Yr	Percent of Budget Used
Remodeling and Renovations	680	108,447	95,414	13,033	92%	88%
Other Expenses	700			0	92%	
<i>Total Appropriations</i>		108,447	95,414	13,033	92%	88%
Transfers Out					92%	
To General Fund	910	35,652	35,652	0	92%	0%
<i>Total Transfers Out</i>		35,652	35,652	0	92%	0%
Total		144,099	131,066	13,033	92%	91%
Public Education Capital Outlay Fund 340						Ending Fund Balance 06/30/17 -

Capital Outlay and Debt Service Fund 360				
	Beginning Fund Balance		Revenue & Fund Transfers	Fund Balance
	<u>7/1/2016</u>	<u>Expenses</u>	<u>6/30/2017</u>	
Original Budget	350,530	-	48,000	398,530
Capital Outlay and Debt Service Fund 360				Ending Fund Balance 06/30/17 398,530

Local Capital Improvement Fund 370						
Appropriations - Function 7400	Account Number	Appropriations Budgeted	Expenditures	Budget Balance	Percent Fiscal Yr	Percent of Budget Used
Audiovisual Materials	620	-		0	92%	
Buildings and Fixed Equipment	630	-	0	0	92%	0%
Furniture, Fixtures, and Equipment	640	46,829	46,829	0	92%	100%
Motor Vehicles	650	609,730	609,730	0	92%	100%
Improvements other than Buildings	670	14,608	14,608	0	92%	100%
Remodeling and Renovations	680	146,124	146,124	0	92%	100%
Computer Software	691			0	92%	
<i>Total Appropriations</i>		817,292	817,292	0	92%	100%
Transfers Out					92%	
To General Fund	910	293,005		293,005	92%	0%
To Debt Service Funds	920	1,537,740		1,537,740	92%	0%
<i>Total Transfers Out</i>		1,830,745	0	1,830,745	92%	0%
Total		2,648,037	817,292	1,830,745	92%	31%
Local Capital Improvement Fund 370						Ending Fund Balance 06/30/17 1,928,042

Other Capital Projects Fund 390						
Appropriations	Account Number	Appropriations Budgeted	Expenditures	Budget Balance	Percent Fiscal Yr	Percent of Budget Used
7400 Remodeling and Renovations	680	0		0	92%	0%
<i>Total Appropriations</i>		0	0	0	92%	0%
Total		0	0	0	92%	0%
Other Capital Projects Fund 390						Ending Fund Balance 06/30/17 9,911

For Fiscal Year Ending June 30, 2017

Report Period: July 1, 2016 - May 31, 2017

Food Services - Fund 410						
Appropriations - Function 7600	Account Number	Appropriations	Expenditures	Budget	Percent	Percent of
		Budgeted		Balance	Fiscal Yr	Budget Used
Salaries	100	353,360	285,529	67,831	92%	81%
Employee Benefits	200	169,046	144,880	24,167	92%	86%
Purchased Services	300	105,591	56,417	49,174	92%	53%
Energy Services	400	2,500	1,075	1,425	92%	43%
Materials & Supplies	500	485,527	385,801	99,726	92%	79%
Capital Outlay	600	29,436	27,803	1,633	92%	94%
Other Expenses	700	94,185	87,019	7,166	92%	92%
Total Appropriations		1,239,646	988,524	251,122	92%	80%
Food Services - Fund 410				Ending Fund Balance 06/30/17		552,148
Federal Programs - Fund 420						
Appropriations	Account Number	Appropriations Budgeted	Expenditures	Budget Balance	Percent Fiscal Yr	Percent of Budget Used
Instruction	5000					
Salaries	100	761,989	501,482	260,507	92%	66%
Employee Benefits	200	153,080	101,043	52,037	92%	66%
Purchased Services	300	112,835	98,049	14,786	92%	87%
Materials & Supplies	500	84,925	22,239	62,685	92%	1%
Capital Outlay	600	3,975	430	3,545	92%	0%
Other Expenses	700	1,000	0	1,000	92%	0%
	Total	1,117,804	723,243	394,561	92%	65%
Pupil Personnel Services	6100					
Salaries	100	22,857	11,006	11,851	92%	48%
Employee Benefits	200	9,535	1,966	7,568	92%	21%
Purchased Services	300	53,296	48,412	4,884	92%	91%
Materials & Supplies	500	9,024	6,362	2,662	92%	70%
	Total	94,712	67,747	26,965	92%	72%
Instruction&Curriculum Development Services	6300					
Salaries	100	119,106	96,181	22,925	92%	81%
Employee Benefits	200	35,720	28,174	7,545	92%	79%
Purchased Services	300	19,500	11,500	8,000	92%	59%
	Total	174,326	135,855	38,470	92%	78%
Instructional Staff Training Services	6400				92%	
Salaries	100	54,211	18,872	35,339	92%	35%
Employee Benefits	200	6,722	1,377	5,344	92%	20%
Purchased Services	300	55,259	40,357	14,902	92%	73%
Energy Services	400	300	104	197	92%	35%
Materials & Supplies	500	688	0	688	92%	0%
Other Expenses	700	8,648	6,984	1,664	92%	81%
	Total	125,828	67,694	58,134	92%	54%
General Adminstration	7200				92%	
Other Expenses	700	45,334	30,893	14,441	92%	68%
	Total	45,334	30,893	14,441	92%	68%
School Administration	7300				92%	
Materials & Supplies	500	570	570	0	92%	100%
	Total	570	570	0	92%	100%
Central Services	7700				92%	
Purchased Services	300	5,118	2,921	2,198	92%	57%
Materials & Supplies	500	1,091	1,090	1	92%	100%
Capital Outlay	600	275	275	0	92%	
Other Expenses	700	830	0	830	92%	0%
	Total	7,314	4,285	3,029	92%	59%
Pupil Transportation Services	7800				92%	
Salaries	100	13,199	9,521	3,678	92%	72%
Employee Benefits	200	5,437	4,192	1,245	92%	77%
Purchased Services	300	5,926	1,711	4,216	92%	29%
	Total	24,562	15,424	9,138	92%	63%
Operation of the Plant	7900				92%	
Salaries	100	13,466	7,866	5,600	92%	58%
Employee Benefits	200	945	602	343	92%	64%
	Total	14,410	8,467	5,943	92%	
Sequestration Funds						
Total Appropriations		1,604,859	1,054,178	550,681	92%	66%
Federal Programs - Fund 420						

FRANKLIN COUNTY SCHOOL BOARD
BUDGET AMENDMENT #9
FOR THE FISCAL YEAR ENDING 6/30/17

GENERAL FUND (100)				May 31, 2017
ESTIMATED REVENUE				
Source	Present Budget	Increase	Decrease	Revised Budget
Federal Thru State	159,159.48	12,551.95	-	171,711.43
State Revenue	2,685,416.84	2,542.38	-	2,687,959.22
Local Revenue	8,914,159.21	60,305.39	-	8,974,464.60
Transfers In	647,630.87	-	12,974.18	634,656.69
Other Financing Sources	4,558.55	-	-	4,558.55
Total Rev and Financing Sources	12,410,924.95	75,399.72	12,974.18	12,473,350.49
Reserved Fund Balance (7/1/16)	396,450.03	-	-	396,450.03
Unreserved Fund Balance (7/1/16)	1,591,272.97	-	-	1,591,272.97
Total Revenue, Other Financing Sources & Fund Balance	14,398,647.95	75,399.72	12,974.18	14,461,073.49

APPROPRIATIONS				
Function/Object	Revised Budget	Increase	Decrease	Revised Budget
5000-100	3,437,877.52	-	170,169.16	3,267,708.36
-200	1,213,240.08	-	146,709.92	1,066,530.16
-300	3,083,285.31	-	23,746.28	3,059,539.03
-400	-	-	-	-
-500	188,177.11	-	17,581.40	170,595.71
-600	7,997.80	-	-	7,997.80
-700	196,522.42	1,269.90	-	197,792.32
Total	8,127,100.24	1,269.90	358,206.76	7,770,163.38
6100-100	118,385.66	6,730.31	-	125,115.97
-200	39,640.72	-	37.68	39,603.04
-300	73,259.50	-	-	73,259.50
-400	-	-	-	-
-500	-	-	-	-
-600	-	-	-	-
-700	-	-	-	-
Total	231,285.88	6,730.31	37.68	237,978.51
6200-100	69,104.35	-	6,138.84	62,965.51
-200	21,536.89	-	17.28	21,519.61
-300	829.00	-	-	829.00
-400	-	-	-	-
-500	-	-	-	-
-600	-	-	-	-
-700	-	-	-	-
Total	91,470.24	-	6,156.12	85,314.12
6300-100	25,000.45	-	262.61	24,737.84
-200	13,043.25	-	2,680.47	10,362.78
-300	-	-	-	-
-400	-	-	-	-
-500	-	-	-	-
-600	-	-	-	-
-700	-	-	-	-
Total	38,043.70	-	2,943.08	35,100.62
6400-100	25,800.00	-	-	25,800.00
-200	2,708.44	-	-	2,708.44
-300	15,446.35	-	514.92	14,931.43
-400	-	-	-	-
-500	-	-	-	-
-600	-	-	-	-
-700	-	-	-	-
Total	43,954.79	-	514.92	43,439.87
6500-100	68,331.00	-	865.51	67,465.49
-200	14,627.21	-	3,943.55	10,683.66
-300	71,934.35	-	-	71,934.35
-400	-	-	-	-
-500	468.99	-	-	468.99
-600	-	-	-	-
-700	-	-	-	-
Total	155,361.55	-	4,809.06	150,552.49
7100-100	132,168.00	-	208.19	131,959.81
-200	119,364.74	-	5,082.90	114,281.84
-300	149,840.98	17,585.56	-	167,426.54
-400	-	-	-	-
-500	1,782.05	-	-	1,782.05
-600	-	-	-	-
-700	95,317.95	-	-	95,317.95
Total	498,473.72	17,585.56	5,291.09	510,768.19
7200-100	136,616.41	-	7,599.97	129,016.44
-200	51,444.87	-	246.78	51,198.09
-300	-	-	-	-
-400	-	-	-	-
-500	1,085.00	-	-	1,085.00
-600	-	-	-	-
-700	12,880.51	-	-	12,880.51
Total	202,026.79	-	7,846.75	194,180.04
7300-100	387,374.89	-	4,964.11	382,410.78
-200	121,322.35	-	12,906.12	108,416.23
-300	-	-	-	-
-400	-	-	-	-
-500	2,594.31	-	-	2,594.31
-600	-	-	-	-
-700	3,422.13	-	-	3,422.13
Total	514,713.68	-	17,870.23	496,843.45
7400-600	317,042.38	110.28	-	317,152.66
Total	317,042.38	110.28	-	317,152.66

**FRANKLIN COUNTY SCHOOL BOARD
BUDGET AMENDMENT #9
FOR THE FISCAL YEAR ENDING 6/30/17**

GENERAL FUND (100)		May 31, 2017		
ESTIMATED REVENUE				
Source	Present Budget	Increase	Decrease	Revised Budget
Federal Thru State	159,159.48	12,551.95	-	171,711.43
State Revenue	2,685,416.84	2,542.38	-	2,687,959.22
Local Revenue	8,914,159.21	60,305.39	-	8,974,464.60
Transfers In	647,630.87	-	12,974.18	634,656.69
Other Financing Sources	4,558.55	-	-	4,558.55
Total Rev and Financing Sources	12,410,924.95	75,399.72	12,974.18	12,473,350.49
Reserved Fund Balance (7/1/16)	396,450.03	-	-	396,450.03
Unreserved Fund Balance (7/1/16)	1,591,272.97	-	-	1,591,272.97
Total Revenue, Other Financing Sources & Fund Balance	14,398,647.95	75,399.72	12,974.18	14,461,073.49
7500-100	180,028.00	2,738.26	-	182,766.26
-200	56,039.85	-	69.12	55,970.73
-300	12,205.00	-	9,650.00	2,555.00
-400	-	-	-	-
-500	11,000.00	-	5,046.61	5,953.39
-600	-	-	-	-
-700	36,525.03	-	-	36,525.03
Total	295,797.88	2,738.26	14,765.73	283,770.41
7700-100	249,560.05	2,402.24	-	251,962.29
-200	66,555.84	-	69.42	66,486.42
-300	98,666.00	-	14,164.00	84,502.00
-400	-	-	-	-
-500	13,719.00	2,522.65	-	16,241.65
-600	-	-	-	-
-700	15,452.32	32.66	-	15,484.98
Total	443,953.21	4,957.55	14,233.42	434,677.34
7800-100	369,815.71	-	8,758.36	361,057.35
-200	180,170.85	-	1,552.08	178,618.77
-300	91,555.02	-	-	91,555.02
-400	73,750.00	1,088.52	-	74,838.52
-500	107,367.00	-	18,834.93	88,532.07
-600	-	-	-	-
-700	16,636.59	8,065.42	-	24,702.01
Total	839,295.17	9,153.94	29,145.37	819,303.74
7900-100	262,695.30	-	5,508.42	257,186.88
-200	108,765.81	-	2,398.08	106,367.73
-300	195,225.96	-	2,077.86	193,148.10
-400	346,150.00	-	3,457.82	342,692.18
-500	53,335.00	2,663.78	-	55,998.78
-600	18,421.75	-	-	18,421.75
-700	11,000.00	1,165.60	-	12,165.60
Total	995,593.82	3,829.38	13,442.18	985,981.02
8100-100	135,944.30	241.09	-	136,185.39
-200	50,044.03	-	4,795.70	45,248.33
-300	14,247.07	201.52	-	14,448.59
-400	12,000.00	-	-	12,000.00
-500	77,195.77	-	201.52	76,994.25
-600	-	-	-	-
-700	-	-	-	-
Total	289,431.17	442.61	4,997.22	284,876.56
8200-100	-	-	-	-
-200	-	-	-	-
-300	34,505.40	-	-	34,505.40
-400	-	-	-	-
-500	-	-	-	-
-600	-	-	-	-
-700	-	-	-	-
Total	34,505.40	-	-	34,505.40
Total Appropriations	13,118,049.62	46,817.79	480,259.61	12,684,607.80
Other Financing Uses				
Transfers Out (9700-900)		-	-	
		-	-	
Total Other Financing Uses	-	-	-	-
Assigned Fund Balance (6/30/16)	28,111.69	-	-	28,111.69
Reserved Fund Balance (6/30/17)	311,779.00	-	6,559.31	305,219.69
Unreserved Fund Balance (6/30/17)	940,707.64	502,426.67	-	1,443,134.31
Ending Fund Balance (6/30/17)	1,280,598.33	502,426.67	6,559.31	1,776,465.69
Unreserved Fund Balance %	8.24%			12.43%
Total Appropriations, Other Financing Uses and Fund Balance	14,398,647.95	549,244.46	486,818.92	14,461,073.49

FRANKLIN COUNTY SCHOOL BOARD
BUDGET AMENDMENT #9
FOR THE FISCAL YEAR ENDING 6/30/17

Capital Project Fund 340 - Public Education Capital Outlay				May 31, 2017
ESTIMATED REVENUE				
Source	Present Budget	Increase	Decrease	Revised Budget
Federal Thru State		-	-	
State Revenue	133,962.00	10,137.00	-	144,099.00
Local Revenue		-	-	
Transfers In		-	-	
Other Financing Sources		-	-	
Total Rev and Financing Sources	133,962.00	10,137.00	-	144,099.00
Reserved Fund Balance (7/1/16)	-	-	-	-
Unreserved Fund Balance (7/1/16)	-	-	-	-
Total Revenue, Other Financing Sources & Fund Balance	133,962.00	10,137.00	-	144,099.00
APPROPRIATIONS				
Function 7400 /Object 600	Revised Budget	Increase	Decrease	Revised Budget
7400-100		-	-	
-600	98,320.00	10,127.00	-	108,447.00
Total	98,320.00	10,127.00	-	108,447.00
Total Appropriations	98,320.00	10,127.00	-	108,447.00
Other Financing Uses				
Transfers Out (9700-900)	35,642.00	10.00	-	35,652.00
Total Other Financing Uses	35,642.00	10.00	-	35,652.00
Reserved Fund Balance (6/30/17)	-	-	-	-
Unreserved Fund Balance (6/30/17)	-	-	-	-
Ending Fund Balance (6/30/17)	-	-	-	-
Total Appropriations, Other Financing Uses and Fund Balance	133,962.00	10,137.00	-	144,099.00
Capital Project Fund 360 - Capital Outlay and Debt Service				May 31, 2017
ESTIMATED REVENUE				
Source	Revised Budget	Increase	Decrease	Revised Budget
Federal Thru State		-	-	
State Revenue	45,000.00	-	-	45,000.00
Local Revenue	3,000.00	-	-	3,000.00
Transfers In		-	-	
Other Financing Sources	-	-	-	-
Total Rev and Financing Sources	48,000.00	-	-	48,000.00
Reserved Fund Balance (7/1/16)	350,530.46	-	-	350,530.46
Unreserved Fund Balance (7/1/16)	-	-	-	-
Total Revenue, Other Financing Sources & Fund Balance	398,530.46	-	-	398,530.46
APPROPRIATIONS				
Function 7400 /Object 600	Revised Budget	Increase	Decrease	Revised Budget
7400-600	398,530.46	-	398,530.46	-
Total	398,530.46	-	398,530.46	-
9200-700		-	-	-
Total	-	-	-	-
Total Appropriations	398,530.46	-	398,530.46	-
Other Financing Uses				
Transfers Out (9700-900)	-	-	-	-
Total Other Financing Uses	-	-	-	-
Reserved Fund Balance (6/30/17)	-	398,530.46	-	398,530.46
Unreserved Fund Balance (6/30/17)	-	-	-	-
Ending Fund Balance (6/30/17)	-	398,530.46	-	398,530.46
Total Appropriations, Other Financing Uses and Fund Balance	398,530.46	398,530.46	398,530.46	398,530.46

FRANKLIN COUNTY SCHOOL BOARD
BUDGET AMENDMENT #9
FOR THE FISCAL YEAR ENDING 6/30/17

Capital Project Fund 370 - Local Capital Improvement Fund

May 31, 2017

ESTIMATED REVENUE				
Source	Revised Budget	Increase	Decrease	Revised Budget
Federal Thru State		-	-	
State Revenue	-	-	-	-
Local Revenue	1,827,711.24	12,731.11	-	1,840,442.35
Transfers In		-	-	
Other Financing Sources		-	-	
Total Rev and Financing Sources	1,827,711.24	12,731.11	-	1,840,442.35
Reserved Fund Balance (7/1/16)	2,732,636.46	-	-	2,732,636.46
Unreserved Fund Balance (7/1/16)	-	-	-	-
Total Revenue, Other Financing Sources & Fund Balance	4,560,347.70	12,731.11	-	4,573,078.81

APPROPRIATIONS				
Function 7400 /Object 600	Revised Budget	Increase	Decrease	Revised Budget
Total	1,062,035.01	-	244,742.95	817,292.06
Total Appropriations	1,062,035.01	-	244,742.95	817,292.06

Other Financing Uses				
Transfers Out (9700-900)	1,843,718.93	-	12,974.20	1,830,744.73
Total Other Financing Uses	1,843,718.93	-	12,974.20	1,830,744.73

Reserved Fund Balance (6/30/17)	1,654,593.76	270,448.26	-	1,925,042.02
Unreserved Fund Balance (6/30/17)	-	-	-	-
Ending Fund Balance (6/30/17)	1,654,593.76	270,448.26	-	1,925,042.02

Total Appropriations, Other Financing Uses and Fund Balance	4,560,347.70	270,448.26	257,717.15	4,573,078.81
--	---------------------	-------------------	-------------------	---------------------

Capital Project Fund 390 - Other Capital Improvements

May 31, 2017

ESTIMATED REVENUE				
Source	Revised Budget	Increase	Decrease	Revised Budget
Federal Thru State		-	-	
State Revenue	145,078.00	-	145,078.00	-
Local Revenue	-	30.76	-	30.76
Transfers In		-	-	
Other Financing Sources		-	-	
Total Rev and Financing Sources	145,078.00	30.76	145,078.00	30.76
Reserved Fund Balance (7/1/16)	9,880.49	-	-	9,880.49
Unreserved Fund Balance (7/1/16)	-	-	-	-
Total Revenue, Other Financing Sources & Fund Balance	154,958.49	30.76	145,078.00	9,911.25

APPROPRIATIONS				
Function 7400 /Object 600	Revised Budget	Increase	Decrease	Revised Budget
7400-100		-	-	
-600	154,958.49	-	154,958.49	-
Total	154,958.49	-	154,958.49	-

Total Appropriations	154,958.49	-	154,958.49	-
-----------------------------	-------------------	----------	-------------------	----------

Other Financing Uses				
Transfers Out (9700-900)	-	-	-	-
Total Other Financing Uses	-	-	-	-

Reserved Fund Balance (6/30/17)	-	9,911.25	-	9,911.25
Unreserved Fund Balance (6/30/17)	-	-	-	-
Ending Fund Balance (6/30/17)	-	9,911.25	-	9,911.25

Total Appropriations, Other Financing Uses and Fund Balance	154,958.49	9,911.25	154,958.49	9,911.25
--	-------------------	-----------------	-------------------	-----------------

FRANKLIN COUNTY SCHOOL BOARD
BUDGET AMENDMENT #9
FOR THE FISCAL YEAR ENDING 6/30/17

Special Revenue Fund - School Food Service Fund 410

May 31, 2017

ESTIMATED REVENUE				
Source	Present Budget	Increase	Decrease	Revised Budget
Federal Thru State	1,255,422.86	-	-	1,255,422.86
State Revenue	15,974.00	-	-	15,974.00
Local Revenue	90,875.00	-	-	90,875.00
Transfers In		-	-	
Other Financing Sources	-	-	-	-
Total Rev and Financing Sources	1,362,271.86	-	-	1,362,271.86
Reserved Fund Balance (7/1/16)	429,522.08	-	-	429,522.08
Unreserved Fund Balance (7/1/16)	-	-	-	
Total Revenue, Other Financing Sources & Fund Balance	1,791,793.94	-	-	1,791,793.94

APPROPRIATIONS				
Function 7600 Objects:	Present Budget	Increase	Decrease	Revised Budget
-100	353,360.11	-	-	353,360.11
-200	169,046.46	-	-	169,046.46
-300	111,551.31	-	5,960.20	105,591.11
-400	2,500.00	-	-	2,500.00
-500	479,597.05	5,930.20	-	485,527.25
-600	29,436.00	-	-	29,436.00
-700	94,185.03	-	-	94,185.03
Total	1,239,675.96	5,930.20	5,960.20	1,239,645.96

Total Appropriations	1,239,675.96	5,930.20	5,960.20	1,239,645.96
-----------------------------	---------------------	-----------------	-----------------	---------------------

Other Financing Uses				
Transfers Out (9700-900)		-	-	
Total Other Financing Uses	-	-	-	-

Reserved Fund Balance (6/30/17)	552,117.98	30.00	-	552,147.98
Unreserved Fund Balance (6/30/17)		-	-	-
Ending Fund Balance (6/30/17)	552,117.98		-	552,147.98

Total Appropriations, Other Financing Uses and Fund Balance	1,791,793.94	5,930.20	5,960.20	1,791,793.94
--	---------------------	-----------------	-----------------	---------------------

Revenue Report

FRANKLIN COUNTY SCHOOL BOARD

JUNE 2016 - 2017

PRINTED FROM: FOCUS ERP

SORT: FUND/REVENUE

Fund	Revenue	Budgeted	Collected Non-Accrual	Collected against an Accrual	Accrued Receivable	Balance	Percent
110	202	168,561.41	168,561.41	0.00	0.00	0.00	0.00
110	255	3,150.02	3,150.02	0.00	0.00	0.00	0.00
110	310	945,136.00	876,934.00	0.00	0.00	68,202.00	7.22
110	315	73,197.00	70,150.00	0.00	0.00	3,047.00	4.16
110	342	220,424.15	220,424.15	0.00	0.00	0.00	0.00
110	343	5,263.61	5,302.11	0.00	0.00	-38.50	0.00
110	344	17,842.00	17,842.00	0.00	0.00	0.00	0.00
110	355	1,317,099.00	1,203,450.00	0.00	0.00	113,649.00	8.63
110	371	66,428.40	66,428.40	0.00	0.00	0.00	0.00
110	399	42,530.56	42,430.56	0.00	0.00	100.00	0.24
110	411	8,682,299.52	8,682,299.52	0.00	0.00	0.00	0.00
110	422	86,147.83	86,147.83	0.00	0.00	0.00	0.00
110	425	12,862.50	11,790.68	0.00	0.00	1,071.82	8.33
110	431	16,752.84	16,752.84	0.00	0.00	0.00	0.00
110	461	1,000.00	971.25	0.00	0.00	28.75	2.88
110	467	620.75	620.75	0.00	0.00	0.00	0.00
110	471	30,675.00	30,675.00	0.00	0.00	0.00	0.00
110	491	5,040.00	5,040.00	0.00	0.00	0.00	0.00
110	494	35,000.00	32,101.22	0.00	0.00	2,898.78	8.28
110	495	103,566.69	102,616.71	0.00	0.00	949.98	0.92
110	497	499.47	499.47	0.00	0.00	0.00	0.00
110	620	306,000.00	306,000.00	0.00	0.00	0.00	0.00
110	630	328,656.69	328,656.69	0.00	0.00	0.00	0.00
110	741	4,558.55	4,558.55	0.00	0.00	0.00	0.00
220	341	306,000.00	306,000.00	0.00	0.00	0.00	0.00
220	431	0.17	0.15	0.00	0.00	0.02	11.76
290	431	5.50	1.52	0.00	0.00	3.98	72.36
290	630	1,537,740.04	1,537,740.04	0.00	0.00	0.00	0.00
340	391	35,652.00	35,652.00	0.00	0.00	0.00	0.00
340	397	108,447.00	108,447.00	0.00	0.00	0.00	0.00
360	321	45,000.00	0.00	0.00	0.00	45,000.00	100.00
360	431	3,000.00	2,829.87	0.00	0.00	170.13	5.67
370	413	1,827,852.51	1,827,852.51	0.00	0.00	0.00	0.00
370	431	11,800.00	12,589.84	0.00	0.00	-789.84	0.00
390	392	145,078.00	0.00	0.00	0.00	145,078.00	100.00
390	431	50.00	30.76	0.00	0.00	19.24	38.48
410	261	610,000.00	566,980.56	0.00	0.00	43,019.44	7.05
410	262	295,000.00	276,448.56	0.00	0.00	18,551.44	6.29
410	263	36,422.86	36,629.12	0.00	0.00	-206.26	0.00
410	264	142,000.00	17,646.45	0.00	0.00	124,353.55	87.57
410	265	86,000.00	0.00	0.00	0.00	86,000.00	100.00

Fund	Revenue	Budgeted	Collected Non-Accrual	Collected against an Accrual	Accrued Receivable	Balance	Percent
410	266	11,000.00	1,161.27	0.00	0.00	9,838.73	89.44
410	267	50,000.00	18,660.33	0.00	0.00	31,339.67	62.68
410	268	25,000.00	24,621.41	0.00	0.00	378.59	1.51
410	337	8,300.00	9,500.00	0.00	0.00	-1,200.00	0.00
410	338	7,674.00	7,674.00	0.00	0.00	0.00	0.00
410	431	775.00	835.37	0.00	0.00	-60.37	0.00
410	451	30,000.00	28,275.00	0.00	0.00	1,725.00	5.75
410	453	20,600.00	21,050.62	0.00	0.00	-450.62	0.00
410	454	37,000.00	36,746.21	0.00	0.00	253.79	0.69
410	456	2,500.00	1,906.13	0.00	0.00	593.87	23.75
420	201	56,788.00	41,675.91	0.00	0.00	15,112.09	26.61
420	225	88,614.53	59,031.96	0.00	0.00	29,582.57	33.38
420	230	356,240.12	206,866.61	0.00	0.00	149,373.51	41.93
420	240	530,764.40	339,133.87	0.00	0.00	191,630.53	36.10
420	299	571,790.67	282,897.18	0.00	0.00	288,893.49	50.52
		14,461,156.70	14,271,243.87	0.00	0.00	189,912.83	0.00
		19,460,406.79	18,092,287.41	0.00	0.00	1,368,119.38	0.00

Printed on Thursday, June 15 2017 9:36 AM by Shannon Venable.

PAGE 1

[illegible]

PAGE 2

CNTR	TEACHER LAST	TEACHER FIRST	DATE	TEACHER SSN	NAME	SSN	RUN	REASON	HOURS	
0091	JONES	HOWZE	17/05/01	019080444	ROBISON	DANYELL	019170514	021	UP	7.25
0091	JONES	HOWZE	17/05/02	019080444	ROBISON	DANYELL	019170514	021	UP	7.25
0091	JONES	HOWZE	17/05/03	019080444	ROBISON	DANYELL	019170514	021	UP	6.25
0091	JONES	HOWZE	17/05/04	019080444	ROBISON	DANYELL	019170514	021	UP	7.25
0091	JONES	HOWZE	17/05/05	019080444	ROBISON	DANYELL	019170514	022	UP	7.25
0091	JONES	HOWZE	17/05/08	019080444	ROBISON	DANYELL	019170514	022	UP	7.25
0091	JONES	HOWZE	17/05/09	019080444	ROBISON	DANYELL	019170514	022	UP	7.25
0091	JONES	HOWZE	17/05/10	019080444	ROBISON	DANYELL	019170514	022	UP	4.50
0091	JONES	HOWZE	17/05/12	019080444	ROBISON	DANYELL	019170514	022	UP	7.25
0091	JONES	HOWZE	17/05/15	019080444	ROBISON	DANYELL	019170514	022	UP	7.00
0091	JONES	HOWZE	17/05/16	019080444	ROBISON	DANYELL	019170514	022	UP	6.00
0091	JONES	HOWZE	17/05/17	019080444	CARO	ALEXIS	019120449	022	UP	6.75
0091	JONES	HOWZE	17/05/19	019080444	ROBISON	DANYELL	019170514	022	UP	7.25
0091	JONES	HOWZE	17/05/22	019080444	ROBISON	DANYELL	019170514	023	UP	7.25
0091	JONES	HOWZE	17/05/23	019080444	ROBISON	DANYELL	019170514	023	UP	7.25
0091	JONES	HOWZE	17/05/26	019080444	ROBISON	DANYELL	019170514	023	UP	4.50
TCH-LAST TOTAL										107.50
0091	KEUCHEL		17/05/22	019000000	BUTLER	DAVID	019110475	023	SK	6.75
TCH-LAST TOTAL										6.75
0091	KLINK		17/05/04	019140460	DANIEL	KIMBERLY	019175348	021	SK	7.25
TCH-LAST TOTAL										7.25
0091	KULICK	PATTY	17/05/25	019040925	TOLLIVER	ROSA	019780409	023	SK	4.75
0091	KULICK	PATTY	17/05/26	019040925	CARO	ALEXIS	019120449	023	UP	4.50
TCH-LAST TOTAL										9.25
0091	LESTER	PATTI	17/05/03	019140447	BALDWIN	GEORGE	019161343	021	SK	7.50
TCH-LAST TOTAL										7.50
0091	MCWHORTER	KEILAN	17/05/05	019150446	BALDWIN	GEORGE	019161343	022	PL	7.50
0091	MCWHORTER	KEILAN	17/05/15	019150446	BALDWIN	GEORGE	019161343	022	SK	7.75
TCH-LAST TOTAL										15.25
0091	MURRAY	LISA	17/05/01	019020354	CARO	ALEXIS	019120449	021	UP	7.00
TCH-LAST TOTAL										7.00
0091	PRINCE	DE' IARA	17/05/09	019174368	CARO	ALEXIS	019120449	022	PL	7.00
0091	PRINCE	DE' IARA	17/05/10	019174368	POLOUS	CHARLOTTE	019980834	022	UP	4.25
0091	PRINCE	DE' IARA	17/05/11	019174368	POLOUS	CHARLOTTE	019980834	022	UP	7.00
0091	PRINCE	DE' IARA	17/05/12	019174368	RUSSELL	CIERRA	019171571	022	UP	7.25
TCH-LAST TOTAL										25.50
0091	PUTNAL	DANA	17/05/15	019140457	POLOUS	CHARLOTTE	019980834	022	UP	6.75
TCH-LAST TOTAL										6.75
0091	ROBINSON	JAMES	17/05/05	019172475	RUSSELL	CIERRA	019171571	022	SK	7.25
TCH-LAST TOTAL										7.25

CNTR	TEACHER LAST	TEACHER FIRST	DATE	TEACHER SSN	NAME	SSN	RUN	REASON	HOURS	
0091	SEGREE	TERESA	17/05/16	019080464	OAKS	ROBIN	019172034	022	TD	1.75
0091	SEGREE	TERESA	17/05/19	019080464	TOLLIVER	ROSA	019780409	022	UP	7.50
TCH-LAST TOTAL										9.25
0091	STANTON	HILARY	17/05/01	019100452	BALDWIN	GEORGE	019161343	021	TD	7.50
0091	STANTON	HILARY	17/05/12	019100452	PLOUS	CHARLOTTE	019980834	022	PL	7.00
0091	STANTON	HILARY	17/05/19	019100452	PLOUS	CHARLOTTE	019980834	022	SK	7.25
TCH-LAST TOTAL										21.75
0091	THOMAS	MARCIA	17/05/01	019050783	RUSSELL	CIERRA	019171571	021	UP	6.75
0091	THOMAS	MARCIA	17/05/02	019050783	RUSSELL	CIERRA	019171571	021	UP	6.75
0091	THOMAS	MARCIA	17/05/03	019050783	RUSSELL	CIERRA	019171571	021	UP	6.75
0091	THOMAS	MARCIA	17/05/04	019050783	RUSSELL	CIERRA	019171571	021	UP	6.75
0091	THOMAS	MARCIA	17/05/11	019050783	RUSSELL	CIERRA	019171571	022	UP	7.00
0091	THOMAS	MARCIA	17/05/17	019050783	TOLLIVER	ROSA	019780409	022	UP	7.50
TCH-LAST TOTAL										41.50
0091	WHEETLEY	ROBERT	17/05/02	019177977	BALDWIN	GEORGE	019161343	021	PL	7.50
0091	WHEETLEY	ROBERT	17/05/18	019177977	CARO	ALEXIS	019120449	022	PL	5.25
TCH-LAST TOTAL										12.75
0091	YEOMANS	MICHAEL	17/05/12	019171147	BALDWIN	GEORGE	019161343	022	SK	7.75
TCH-LAST TOTAL										7.75
FINAL TOTAL										451.25

Total YTD May 2017 \$55,698

RESOLUTION NUMBER 2017-001

A RESOLUTION BY THE SCHOOL BOARD OF FRANKLIN COUNTY, FLORIDA, DECLARING SPECIFIC TANGIBLE PERSONAL PROPERTY AS SURPLUS; AUTHORIZING DISPOSAL OF SAID PROPERTY; AUTHORIZING SUPERINTENDENT TO EXECUTE ALL DOCUMENTS NECESSARY TO COMPLETE DISPOSAL.

WHEREAS, the School Board of Franklin County, Florida (the "School Board") is authorized by Florida Statute Section 1013.28(2)(a) and Florida Statute Section 274.06 to dispose of tangible personal property which has been classified as surplus; and

WHEREAS, the Superintendent has recommended the disposal of tangible personal property described in the list attached as Exhibit A to this resolution; and

WHEREAS, the School Board in Exhibit A are obsolete, uneconomical or inefficient, without commercial value; and determined that the items listed or the continued use of which is or serve no use function, or are

WHEREAS, pursuant to Franklin County School Board Policy 7310, the items listed in Exhibit A are unnecessary or unsuitable for school purposes because of condition or other cause; and

WHEREAS, each item listed in Exhibit A is estimated to be valued at less than \$5,000.00;

NOW, THEREFORE, IT BE RESOLVED by the School Board of Franklin County, Florida, in a public meeting duly called and assembled:

- I. The Superintendent is authorized to dispose of the tangible personal property listed in Exhibit A to this resolution in the most efficient and cost-effective means available, including, if the Superintendent so decides, by on-line auction.
- II. If the Superintendent is unable, after a reasonable time, to dispose of the items, the Superintendent is authorized to donate, destroy, or abandon the property.
- III. The Superintendent is authorized to execute any and all documents necessary to dispose of the property.
- IV. The disposition of the property shall be duly record in the inventory records of the District.

PASSED AND DULY ADOPTED this _____ day of _____, 2017.

ATTEST:

THE SCHOOL BOARD OF
FRANKLIN COUNTY, FLORIDA

TRACI MOSES, SUPERINTENDENT

STACY KIRVIN, CHAIR

EXHIBIT A

- 24 FT X 35 FT PORTABLE BUILDING WITH MANUFACTURED BUILDING ID# E-001421
(BUILDING #11)

Subject: Franklin District Schools TRIM Timeline (FYE 6/30/18)

Submitted is a timeline for the 2017-18 budget process that will provide for district compliance with TRIM requirements:

July 1	The property appraiser certifies the taxable value in the school district's jurisdiction on Form DR-420S to the school district.
July 17	School Board meets to approve superintendent's proposed tentative budget prior to advertising
July 18	Tentative Budget Ad submitted to The Times newspaper (for publishing on July 21st)
July 20	School District publishes required tentative TRIM advertisements (submitted to paper by July 19th)
July 24	School Board tentatively adopts millage and budget at School Board Tentative Budget Hearing
August 4	School District submits Form DR-420S to Property Appraiser indicating proposed millage, rolled-back rate, time, date, and place of final budget hearing
September 18	Final Budget Hearing – School Board adopts final millage and budget
September 19	School District certifies final millage to Property Appraiser, Tax Collector, and DOR
September 19	School District submits budget to Department of Education The District will receive Form DR 422 after adjustment board meets. <u>Within 3 days</u> the School District will certify the final millage to the Property Appraiser, Tax Collector, and DOR
September 30	The School District will issue Form DR 487 certifying compliance with statutory requirements. (due within 30 days of final hearing – Sept. 18 th)

Note: Bold print indicates school board meetings required (after 5:00 p.m.)

FRANKLIN COUNTY SCHOOL DISTRICT
2017/2018 PAYROLL CALENDAR

FULL TIME												
	Date Timesheets Due (by 10 a.m.)	Date Check Issued	Payroll Run #	Full Time Employee Time Period Covered		DAYS	DAYS	DAYS	DAYS	DAYS	DAYS	DAYS
				From	To	12 Month (1)	Instructional (2)	Para- Professional (3)	10 Month Secretary (4)	SFS Manager (5)	SFS Worker (6)	Bus Driver (7)
July	6	14	1	7/1/2017	7/7/2017	5	0	0	0	0	0	0
July	20	28	2	7/10/2017	7/18/2017	7	0	0	0	0	0	0
August	7	15	3	7/19/2017	8/3/2017	12	3	3	8	0	0	0
August	21	30	4	8/4/2017	8/17/2017	10	10	10	10	10	9	9
September	8	15	5	8/18/2017	9/6/2017	14	14	13	13	13	13	13
September	22	29	6	9/7/2017	9/20/2017	10	10	10	10	10	10	10
October	6	13	7	9/21/2017	10/4/2017	10	10	10	10	10	10	10
October	20	30	8	10/5/2017	10/18/2017	10	10	10	10	10	10	10
November	7	15	9	10/19/2017	11/3/2017	12	11	11	11	11	11	11
November	22	30	10	11/4/2017	11/20/2017	11	11	11	11	11	11	11
December	7	15	11	11/21/2017	12/5/2017	11	10	10	10	10	10	10
December	21	29	12	12/6/2017	12/19/2017	10	8	8	8	8	8	8
January	8	15	13	12/20/2017	1/4/2018	12	5	5	5	4	4	4
January	22	30	14	1/5/2018	1/18/2018	10	9	9	9	9	9	9
February	7	15	15	1/19/2018	2/5/2018	12	12	12	12	12	12	12
February	20	28	16	2/6/2018	2/16/2018	9	9	9	9	9	9	9
March	7	15	17	2/17/2018	3/5/2018	11	10	10	10	10	10	10
March	22	30	18	3/6/2018	3/20/2018	11	9	9	9	9	9	9
April	5	13	19	3/21/2018	4/3/2018	10	5	5	5	5	5	5
April	20	30	20	4/4/2018	4/18/2018	11	11	11	11	11	11	11
May	7	15	21	4/19/2018	5/3/2018	11	11	11	11	11	11	11
May	22	30	22	5/4/2018	5/18/2018	11	11	11	11	11	11	11
June	7	15	23	5/21/2018	6/5/2018	12	7	7	12	5	4	2
June	21	29	24	6/6/2018	6/30/2018	18	0	0	0	0	0	0
						260	196	195	205	189	187	185

HOURLY (Subs, Health Aides)		
		DAYS
Hourly Employees Time Period Covered		
From	To	
6/20/2017*	7/7/2017	14
7/10/2017	7/18/2017	7
7/19/2017	8/3/2017	12
8/4/2017	8/17/2017	10
8/18/2017	9/6/2017	14
9/7/2017	9/20/2017	10
9/21/2017	10/4/2017	10
10/5/2017	10/18/2017	10
10/19/2017	11/3/2017	12
11/4/2017	11/20/2017	11
11/21/2017	12/5/2017	11
12/6/2017	12/19/2017	10
12/20/2017	1/4/2018	12
1/5/2018	1/18/2018	10
1/19/2018	2/5/2018	12
2/6/2018	2/16/2018	9
2/17/2018	3/5/2018	11
3/6/2018	3/20/2018	11
3/21/2018	4/3/2018	10
4/4/2018	4/18/2018	11
4/19/2018	5/3/2018	11
5/4/2018	5/18/2018	11
5/21/2018	6/5/2018	12
6/6/2018	6/19/2018	10
		261

*June Dates are Salaries and Benefits
Payables

Pay Types:

- (1) 01, 02, 03, 05, 06, 07, 09, 10, 11, 15, 18, 65
- (2) 20, 23
- (3) 25, 29
- (4) 14
- (5) 35
- (6) 36, 37, 41
- (7) 45, 46, 47, 48, 57

HOLIDAYS - 9	HOLIDAYS - 6	HOLIDAYS - 5	HOLIDAYS - 5	HOLIDAYS - 5	HOLIDAYS - 5	HOLIDAYS - 5
JULY 4						
SEPTEMBER 4	SEPTEMBER 4					
NOVEMBER 23	NOVEMBER 23	NOVEMBER 23	NOVEMBER 23	NOVEMBER 23	NOVEMBER 23	NOVEMBER 23
NOVEMBER 24	NOVEMBER 24	NOVEMBER 24	NOVEMBER 24	NOVEMBER 24	NOVEMBER 24	NOVEMBER 24
DECEMBER 25	DECEMBER 25	DECEMBER 25	DECEMBER 25	DECEMBER 25	DECEMBER 25	DECEMBER 25
DECEMBER 26	DECEMBER 26	DECEMBER 26	DECEMBER 26	DECEMBER 26	DECEMBER 26	DECEMBER 26
JANUARY 1	JANUARY 1	JANUARY 1	JANUARY 1	JANUARY 1	JANUARY 1	JANUARY 1
JANUARY 2						
JANUARY 15						

Panhandle Area Educational Consortium Contract Agreement

THIS CONTRACT is entered into by and between the School Board of Franklin County, 85 School Road, Suite One Eastpoint Florida 32328 hereinafter called "contractee", and PAEC, 753 West Boulevard Chipley Florida 32428 hereinafter called "contractor," PAEC project # 7481077, entitled Gateway Finance, funded by the selected school districts as indicated.

The contract will commence July 1, 2017 and will continue until June 30, 2020. John Selover will direct the activities of the contract.

The Contractee agrees to compensate contractor for the amount of \$49,744.26. The payment schedule will be Upon receipt of invoices. The invoice should be signed by the contractor, reference the PAEC contract number, as shown above, include appropriate supporting documentation, and should be forwarded to the Finance Office, PAEC, 753 West Boulevard, Chipley, FL 32428.

If applicable, verification of Level 2 screening, as stated in F.S. 1012.465, must be submitted to the PAEC Risk Management Department and approved before contract can be presented to the Washington County School Board for approval.

The services provided through this contract are stipulated as follows:

The contractor, PAEC will:

1. ERP software solution subject to the terms and conditions of the Skyward End User License Agreement (Attachment A); Skyward Software Proposal 17-0722bs (Attachment B); Master Agreement between PAEC and Skyward, Inc. (Attachment C); and the Hosting Agreement between PAEC and Integrated Systems Corporation (Attachment D).
2. Training subject to the terms and conditions of the Skyward Software Proposal 17-0712bs (Attachment E). These services procured by PAEC through competitive procurement (ITN #17-10) approved by the PAEC Board of Directors on March 23, 2017 and the Washington County School Board, fiscal agent for PAEC, on April 10, 2017.

The contractee, School Board of Franklin County will:

1. Remit payment in a timely manner.

This contract is subject to 2 CFR 200 Code of Federal Regulations

No award will be made to parties that have been suspended or debarred from participation in federal assistance programs. A review of the official site for debarred and suspended parties or otherwise ineligible parties will be made prior to approval of this contract. Evidence of parties of this contract being included in such listings will deem the contractor ineligible making this contract null and void, by 2 CFR Appendix II to Part 200, Section (H), "Debarment and Suspension."

The contractor, as defined by the Attorney General Opinion No. 062-120, will perform all services and furnish all labor at the Payee/Contractor's risk assuming full responsibility for completion of services stipulated. The contractor is the party providing the services; the contractee is the party receiving the services and providing the payment for the services.

This Agreement is subject to the Laws of the State of Florida, in particular, the below listed provisions found in Florida Statutes 287.058, 287.0582, 216.347 and 215.422:

287.058 -

- (1) a. A provision that bills for fees or other compensation for services or expenses be submitted in detail sufficient for a proper preaudit and postaudit thereof.
- c. A provision allowing unilateral cancellation by the agency for refusal by the contractor to allow public access to all documents, papers, letters, or other material made or received by the contractor in conjunction with the contract, unless the records are exempt from s. 24(a) of Art. I of the State Constitution and s. 119.07(1).
- (2) The agency head and the contractor prior to the rendering of any contractual service shall sign the written agreement.

287.0582 -The State of Florida's performance and obligation to pay under this contract is contingent upon an annual appropriation by the Legislature.

216.347 -The terms of this agreement prohibit the expenditure of funds for the purpose of lobbying the Legislature or a state agency.

215.422 -Agencies have 5 working days to inspect and approve goods and services, unless bid specifications or the P.O. specifies otherwise. With the exception of payments to health care providers for hospital, medical, or other health care services, if payment is not available within 40 days, measured from the latter of the date the invoice is received or the goods or services are received, inspected and approved, a separate interest penalty set by the Comptroller pursuant to Section 55.03, F.S., will be due and payable in addition to the invoice amount. To obtain the applicable interest rate, please contact the Agency's Fiscal Section at the agency's main office. Payments to health care providers for hospitals, medical or other health care services, shall be made not more than 35 days from the date of eligibility for payment is determined, and the daily interest rate is .03333%. Invoices returned to a vendor due to preparation errors will result in a payment delay. Invoice payment requirements do not start until a properly completed invoice is provided to the agency. A Vendor Ombudsman, whose duties include acting as an advocate for vendors who may be experiencing problems in obtaining timely payment(s) from a State Agency, may be contacted at the agency's main office.

1012.465-

(1) Non-instructional school district employees or contractual personnel who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds must meet Level 2 screening requirements as described in s. 1012.32, F.S. Contractual personnel shall include any vendor, individual, or entity under contract with the school board.

This Contract is also subject to the Federal Code of Regulations CFR 200.326 provisions for procurement - Contract Administration described in CFR 200.326 Code of Federal Regulations not previously covered in the above references to Florida Statutes. These provisions are:

- a. All records supporting project activities and the expenditure of funds must be maintained for a minimum of three years after the final payments and all other pending matters are closed.
- b. Access will be allowed by the contractee to any books, documents, papers, and records of the contractor which are directly pertinent to that specific contract for the purpose of making audit, examination, excerpts, and transcriptions.
- c. The contractor understands that contractee will give the contractor thirty (30) days to take corrective action should it be determined that there is a violation of the contract. If corrective action is not taken by the contractor, funding will be withheld or revoked.
- d. For a contract in excess of \$10,000, the contractor understands that modifications and/or revisions to the financial and/or program aspects of this contract may be required as a result of changes in funding. The contractor understands and agrees that if either party desires to change, modify, or terminate this Agreement, the proposed changes shall be negotiated and shall be written documents executed by both parties.

IN WITNESS WHEREFORE, the parties have executed this CONTRACT/MODIFICATION and signing, thereby validating this CONTRACT/MODIFICATION, the parties also certify that each possesses legal authority to contractually bind their respective organizations in their capacity as a signatory official.

Contractee

Contractor

Traci Moses, Superintendent
Franklin County School Board

Herbert J. Taylor, Superintendent
Washington County School Board

Date

Date

Stacy Kirvin, Chair
Franklin County School Board

John T. Selover, Executive Director
PAEC

Date

Date

1226
Vendor#

59-6000898
Federal ID #

WCSB Date: June 12, 2017

SKYWARD® END USER LICENSE AGREEMENT

The undersigned, as an authorized representative of **Franklin County School District** (“Licensee”), does hereby, on behalf of Licensee and with its authority, agree to the terms and conditions contained in this End User License Agreement (this “EULA”) with respect to Licensee’s use of proprietary application software owned by **Skyward, Inc.**, a Wisconsin corporation (“Skyward”).

1. Limited License. Subject to the terms and conditions of this EULA and that certain Software Services License Agreement dated **May 9, 2017** (the “Master Agreement”) between Skyward and Panhandle Area Educational Consortium, a Florida non-profit educational service agency (“PAEC”), Skyward grants to Licensee a limited, nontransferable, nonexclusive license to access the Software and System (as those terms are defined in the Master Agreement) through the Internet, solely for Licensee’s internal use during the term of the Master Agreement. Licensee may not, directly or indirectly: (a) license, sell, lease or otherwise transfer or grant third-part access to the Software or System; (b) alter, modify, translate or create derivative works based on the Software or System; (c) process or permit to be processed the data of any third party; (d) disassemble, decompile or reverse engineer the Software or System; or (e) permit any third party to do any of the foregoing.

2. Licensee Obligations. Licensee shall pay all Fees (as that term is defined in the Master Agreement) identified in the Master Agreement in association with Licensee’s use of the Software and System. Licensee shall be solely responsible for collecting, imputing and updating all Licensee data. Licensee shall further be responsible for all use of the accounts and passwords provided to Licensee to access the Software and System. Licensee may not share its passwords with third parties or attempt to access the Software or Service without providing a password assigned to Licensee. Licensee shall be responsible for selecting, obtaining, maintaining and confirming the compatibility of any equipment and ancillary services needed to connect to, access or otherwise use the Software and System, including but not limited to, modems, hardware, servers, software, operating systems, networking equipment, web services, and internet service.

3. Services and Support. Except as otherwise provided in the Master Agreement or agreed to by Skyward and Licensee in writing, all application hosting services, training, support and other professional and administrative services (collectively the “Services”) in relation to the Software and System shall be provided by PAEC or Skyward’s authorized third party host (the “Host”). Skyward will not be liable for any failure by PAEC or the Host to provide the Services to Licensee.

4. Limited Warranty. Licensee shall have the benefit of the limited warranty described in the Master Agreement. Except for the foregoing, the Skyward Products and Materials are provided AS IS. This limited warranty extends only to Licensee as the original licensee. EXCEPT AS SPECIFIED IN THE MASTER AGREEMENT, ALL EXPRESS OR IMPLIED CONDITIONS, REPRESENTATIONS, AND WARRANTIES INCLUDING WITHOUT LIMITATION, ANY IMPLIED WARRANTY OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, ARE HEREBY EXCLUDED TO THE EXTENT ALLOWED BY APPLICABLE LAW.

5. Limitation of Liability. The liability of Skyward to Licensee for any claim whatsoever related to this Agreement, including any cause of action arising in contract, tort, or strict liability, shall not exceed the total amount of all payments made under the Master Agreement by Licensee to Skyward with respect to the Software and System during the 365 days preceding the cause of action. IN NO EVENT WILL SKYWARD BE LIABLE FOR ANY LOST REVENUE, PROFIT, OR DATA, OR FOR SPECIAL, INDIRECT, CONSEQUENTIAL, INCIDENTAL, OR PUNITIVE DAMAGES HOWEVER CAUSED AND REGARDLESS OF THE THEORY OF LIABILITY ARISING OUT OF THE USE OF OR INABILITY TO USE THE SOFTWARE EVEN IF SKYWARD HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

6. Intellectual Property. Licensee acknowledges and agrees that the Software, including but not limited to, the specific design and structure of individual programs, input formats, object code and source code, algorithms, frameworks, all constitute trade secrets, confidential and proprietary information, and copyrighted material of Skyward. Licensee further acknowledges and agrees that this EULA does not affect any transfer of title in the Software and that the Software shall remain the sole and exclusive property of Skyward or Skyward’s licensor. Licensee shall implement reasonable security measures to protect such trade secrets, confidential and proprietary information, and copyrighted material. Licensee shall devote its best efforts to ensure that all Licensee’s personnel protect the Software as confidential and proprietary information and the trade secrets of Skyward to any other person, firm, organization, or employee that does not need (consistent with Licensee’s right of use hereunder) to obtain access to the Software.

7. Indemnification. Skyward shall defend and hold harmless Licensee from and against any and all claims, actions, and liabilities brought by any third party alleging that the Software and/or System infringe upon a trade secret, or a registered patent or copyright in the United States and Skyward shall pay all costs and damages arising out of any such claim. To qualify for such defense and payment, Licensee must give Skyward prompt written notice of such claim and allow Skyward to control or institute all defenses to a such claim, including settlement of all such claims, in litigation or otherwise, provided no such settlement adversely affects Licensee's ability to exercise the rights granted in this Agreement, unless Licensee consents thereto. Licensee agrees that if the Software and/or System become, or in the opinion of Skyward is likely to become, the subject of a trade secret, patent, or copyright infringement claim, Licensee shall permit Skyward at Skyward's option and expense, to: (a) promptly procure for Licensee the right to continue to use the Software and/or System; or (b) replace the Software and/or System with an alternative that functions substantially the same.

8. Audit Rights. During the term of this EULA and for a period of two (2) years following the termination or expiration of this EULA, upon written notice to Licensee, Skyward may audit Licensee's database and/or computing devices to determine Licensee's compliance with this EULA and the Master Agreement and payment of all applicable License Fees due Skyward, if any, for the Software and System. If such audit reveals that Licensee knowingly underpaid the Fees due Skyward under the terms of the Master Agreement, then Licensee shall promptly pay to Skyward any such unpaid amounts.

9. Term and Termination. The term of this EULA shall run concurrently with the term of the Master Agreement. In the event of the termination of the Master Agreement for any reason, this EULA and Licensee's rights hereunder shall also immediately terminate without further notice. In addition to the foregoing, Licensee shall have the same rights to terminate this EULA as PAEC has to terminate the Master Agreement. Notwithstanding the foregoing, in the event Licensee fails to pay the Fees required by the Master Agreement or otherwise violates the terms of this EULA, Skyward may terminate this EULA and Licensee's rights hereunder.

10. Interpretation and Construction. This EULA and the Master Agreement contain the entire understanding and full and complete agreement of the parties. This EULA may be altered, amended or modified only in writing, signed by both of the parties hereto. Licensee may not, voluntarily or involuntarily, sublicense, sell, assign or otherwise transfer its rights under this EULA without Skyward's prior written consent. Subject to the foregoing, this EULA shall inure to the benefit of and be binding on the parties and their respective successors, affiliates, legal representatives and permitted assigns. Any provisions of this EULA which by their very nature are intended to survive the termination or expiration of this EULA will survive the termination or expiration of this EULA. No waiver of a breach of any term of this Agreement will be effective unless in writing and duly executed by the waiving party. No course of dealing between the parties will be deemed effective to modify, amend or discharge any part of this Agreement or the rights or obligations of any party hereunder. If any court of competent jurisdiction determines that any provision of this EULA is invalid or unenforceable, such invalidity or unenforceability shall have no effect on the other provisions hereof, which shall remain valid, binding and enforceable and in full force and effect, and such invalid or unenforceable provision shall be construed in a manner so as to give the maximum valid and enforceable effect of the intent of the parties expressed herein.

This EULA may be executed in any number of counterparts, each of which when so executed will be deemed to be an original and all of which when taken together will constitute one agreement. The parties agree that original signatures of a party transmitted by facsimile or in portable document format (pdf) or electronic signatures affixed to this EULA shall be as valid as an original signature.

Franklin County School District

By: _____

Title: _____

Date: _____

YOUR SCHOOL MANAGEMENT SYSTEM PROPOSAL

Chipley, FL

The following pricing for software and services is provided specifically for you. If you would like information on a product or service not included below, please contact your Account Executive.

Software as a Service Pricing - 3 Year Contract

Secure Cloud Computing Installation

The Skyward School Business Suite Core Package includes:

Finance, Employee Access, Employee Management, Flex Benefits, Payroll, Salary Negotiations, State Reporting, and Substitute Tracking

Additional Optional Skyward modules include:

FastTrack, Fixed Assets, and School Based Activity Accounting

This proposal includes software and service fees for the PAEC - Panhandle Area Educational Consortium member districts. Training for PAEC support personnel is not included on this proposal.

The data migration fees are priced to reflect data coming from both vendors, TERMS and Focus. Skyward Data Migrations include the following Data Migrations: Check Reconciliation, Detailed Fiscal Year Time-Off, Employee Management, Open Purchase Orders, Current Year Standard Budgetary, Current Year Standard Payroll, Time-off Summary Balances, Standard Fixed Assets and W2 History.

Details Regarding this Sale

Billing

PAEC - Panhandle Area Educational Consortium will purchase Skyward's School Business Suite on behalf of their participating districts. Skyward will invoice PAEC for any member districts that purchase under this proposal.

Databases

ISCorp hosting options available at \$1.65 per student per district.

Support

PAEC - Panhandle Area Educational Consortium will provide centralized support for its member districts.

PAEC will provide all Tier 1 support to all of its member districts as part of this proposal.

Tier 2 support calls can be directed to Skyward for additional service. If Skyward is involved in any Tier 2 support calls to a member district, PAEC support staff must be available for that call to resolve the outstanding issue.

School Management System Investment Summary

	Full 12-Month Recurring Fees	Services	Full 12-Month Annual License Fee	Total
School Business Suite	\$ 302,370.00	\$ 465,493.00	\$ -	\$ 767,863.00

School Management System Investment - Including the Full 12-Month Recurring Fees *	\$ 767,863.00
---	----------------------

See Terms and Conditions for revised payment terms.

170711dtc

The School Management System total is based on all 14 member districts purchasing the School Business Suite.

This amount will change if there are changes to participating member districts. See details below for district-level pricing.



Pricing Detail

School Business Suite - Itemized Software Pricing Detail

Core Package Recurring Fee

¹ School Business Suite Core Package	\$	4.00 / student
Support		2.00 / student
² Skyward Discount		(1.50) / student
³ Professional Development Center		0.15 / student
Total Core Package Recurring Fees	\$	4.65 / student

Additional Functionality

FastTrack	0.50 / student
Fixed Assets	0.50 / student
School Based Activity Accounting	0.50 / student

School Business Suite - Jefferson County Schools

728 Students

School Business Suite Software		Full 12-Month Recurring Fee ¹	Services	Full 12-Month Annual License Fee	Total
⁴ Total Core Package Recurring Fees	\$ 4.65 / student	\$ 3,385.00	\$ -	\$ -	\$ 3,385.00
Additional Functionality					
eSign - Electronic Signature - 1 block		-	200.00	-	200.00
FastTrack	\$ 0.50 / student	364.00	-	-	364.00
Fixed Assets	\$ 0.50 / student	364.00	-	-	364.00
School Based Activity Accounting	\$ 0.50 / student	364.00	-	-	364.00
^{5,6} School Business Suite Data Migrations		-	17,733.00	-	17,733.00
Installation					
⁷ Secure Cloud Computing Setup Assistance		-	585.00	-	585.00
SmartStart Implementation Service					
Consultative Services - Business		-	5,250.00	-	5,250.00
Project Management		-	4,480.00	-	4,480.00
⁸ Project Management Discount		-	(960.00)	-	(960.00)
Subtotal System Wide Services and Software		\$ 4,477.00	\$ 27,288.00	\$ -	\$ 31,765.00
⁹ Jefferson County Schools Total System Wide Services and Software					\$ 31,765.00

Pricing detail continued on following page

Pricing Detail, continued from previous page

School Business Suite - Franklin County School District				895 Students		
School Business Suite Software		Full 12-Month Recurring Fee ¹	Services	Full 12-Month Annual License Fee	Total	
⁴ Total Core Package Recurring Fees	\$ 4.65 / student	\$ 4,162.00	\$ -	\$ -	\$ 4,162.00	
Additional Functionality						
eSign - Electronic Signature - 1 block		-	200.00	-	200.00	
FastTrack	\$ 0.50 / student	448.00	-	-	448.00	
Fixed Assets	\$ 0.50 / student	448.00	-	-	448.00	
School Based Activity Accounting	\$ 0.50 / student	448.00	-	-	448.00	
^{5,6} School Business Suite Data Migrations		-	17,733.00	-	17,733.00	
Installation						
⁷ Secure Cloud Computing Setup Assistance		-	585.00	-	585.00	
SmartStart Implementation Service						
Consultative Services - Business		-	5,250.00	-	5,250.00	
Project Management		-	4,480.00	-	4,480.00	
⁸ Project Management Discount		-	(960.00)	-	(960.00)	
Subtotal System Wide Services and Software		\$ 5,506.00	\$ 27,288.00	\$ -	\$ 32,794.00	
⁹ Franklin County School District Total System Wide Services and Software			-	\$ 32,794.00		

School Business Suite - Liberty County School District				1,270 Students		
School Business Suite Software		Full 12-Month Recurring Fee ¹	Services	Full 12-Month Annual License Fee	Total	
⁴ Total Core Package Recurring Fees	\$ 4.65 / student	\$ 5,906.00	\$ -	\$ -	\$ 5,906.00	
Additional Functionality						
eSign - Electronic Signature - 1 block		-	200.00	-	200.00	
FastTrack	\$ 0.50 / student	635.00	-	-	635.00	
Fixed Assets	\$ 0.50 / student	635.00	-	-	635.00	
^{5,6} School Business Suite Data Migrations		-	17,733.00	-	17,733.00	
Installation						
⁷ Secure Cloud Computing Setup Assistance		-	585.00	-	585.00	
SmartStart Implementation Service						
Consultative Services - Business		-	5,250.00	-	5,250.00	
Project Management		-	4,480.00	-	4,480.00	
⁸ Project Management Discount		-	(960.00)	-	(960.00)	
Subtotal System Wide Services and Software		\$ 7,176.00	\$ 27,288.00	\$ -	\$ 34,464.00	
⁹ Liberty County School District Total System Wide Services and Software			-	\$ 34,464.00		

Pricing detail continued on following page



Pricing Detail, continued from previous page

School Business Suite - Gulf District Schools				1,883 Students		
School Business Suite Software		Full 12-Month Recurring Fee ¹	Services	Full 12-Month Annual License Fee	Total	
⁴ Total Core Package Recurring Fees	\$ 4.65 / student	\$ 8,756.00	\$ -	\$ -	\$ 8,756.00	
Additional Functionality						
eSign - Electronic Signature - 1 block			200.00	-	200.00	
Fixed Assets	\$ 0.50 / student	942.00	-	-	942.00	
^{5,6} School Business Suite Data Migrations		-	17,733.00	-	17,733.00	
Installation						
⁷ Secure Cloud Computing Setup Assistance		-	585.00	-	585.00	
SmartStart Implementation Service						
Consultative Services - Business		-	5,250.00	-	5,250.00	
Project Management		-	4,480.00	-	4,480.00	
⁸ Project Management Discount		-	(960.00)	-	(960.00)	
Subtotal System Wide Services and Software		\$ 9,698.00	\$ 27,288.00	\$ -	\$ 36,986.00	
⁹ Gulf District Schools Total System Wide Services and Software					\$ 36,986.00	

School Business Suite - Calhoun County School District				2,105 Students		
School Business Suite Software		Full 12-Month Recurring Fee ¹	Services	Full 12-Month Annual License Fee	Total	
⁴ Total Core Package Recurring Fees	\$ 4.65 / student	\$ 9,788.00	\$ -	\$ -	\$ 9,788.00	
Additional Functionality						
eSign - Electronic Signature - 1 block			200.00	-	200.00	
FastTrack	\$ 0.50 / student	1,053.00	-	-	1,053.00	
Fixed Assets	\$ 0.50 / student	1,053.00	-	-	1,053.00	
^{5,6} School Business Suite Data Migrations		-	17,733.00	-	17,733.00	
Installation						
⁷ Secure Cloud Computing Setup Assistance		-	585.00	-	585.00	
SmartStart Implementation Service						
Consultative Services - Business		-	5,250.00	-	5,250.00	
Project Management		-	4,480.00	-	4,480.00	
⁸ Project Management Discount		-	(960.00)	-	(960.00)	
Subtotal System Wide Services and Software		\$ 11,894.00	\$ 27,288.00	\$ -	\$ 39,182.00	
⁹ Calhoun County School District Total System Wide Services and Software					\$ 39,182.00	

Pricing detail continued on following page

Pricing Detail, continued from previous page

School Business Suite - District School Board of Madison County				2,125 Students		
School Business Suite Software		Full 12-Month Recurring Fee ¹	Services	Full 12-Month Annual License Fee	Total	
⁴ Total Core Package Recurring Fees	\$ 4.65 / student	\$ 9,881.00	\$ -	\$ -	\$ 9,881.00	
Additional Functionality						
eSign - Electronic Signature - 1 block		-	200.00	-	200.00	
FastTrack	\$ 0.50 / student	1,063.00	-	-	1,063.00	
Fixed Assets	\$ 0.50 / student	1,063.00	-	-	1,063.00	
School Based Activity Accounting	\$ 0.50 / student	1,063.00	-	-	1,063.00	
^{5,6} School Business Suite Data Migrations		-	17,733.00	-	17,733.00	
Installation						
⁷ Secure Cloud Computing Setup Assistance		-	585.00	-	585.00	
SmartStart Implementation Service						
Consultative Services - Business		-	7,000.00	-	7,000.00	
Project Management		-	6,720.00	-	6,720.00	
⁸ Project Management Discount		-	(1,440.00)	-	(1,440.00)	
Subtotal System Wide Services and Software		\$ 13,070.00	\$ 30,798.00	\$ -	\$ 43,868.00	
⁹ District School Board of Madison County Total System Wide Services and Software					\$ 43,868.00	

School Business Suite - Taylor County School District				2,643 Students		
School Business Suite Software		Full 12-Month Recurring Fee ¹	Services	Full 12-Month Annual License Fee	Total	
⁴ Total Core Package Recurring Fees	\$ 4.65 / student	\$ 12,290.00	\$ -	\$ -	\$ 12,290.00	
Additional Functionality						
eSign - Electronic Signature - 1 block		-	200.00	-	200.00	
FastTrack	\$ 0.50 / student	1,322.00	-	-	1,322.00	
Fixed Assets	\$ 0.50 / student	1,322.00	-	-	1,322.00	
School Based Activity Accounting	\$ 0.50 / student	1,322.00	-	-	1,322.00	
^{5,6} School Business Suite Data Migrations		-	17,733.00	-	17,733.00	
Installation						
⁷ Secure Cloud Computing Setup Assistance		-	585.00	-	585.00	
SmartStart Implementation Service						
Consultative Services - Business		-	7,000.00	-	7,000.00	
Project Management		-	6,720.00	-	6,720.00	
⁸ Project Management Discount		-	(1,440.00)	-	(1,440.00)	
Subtotal System Wide Services and Software		\$ 16,256.00	\$ 30,798.00	\$ -	\$ 47,054.00	
⁹ Taylor County School District Total System Wide Services and Software					\$ 47,054.00	

Pricing detail continued on following page

Pricing Detail, continued from previous page

School Business Suite - Holmes District School Board				3,088 Students		
School Business Suite Software		Full 12-Month Recurring Fee ¹	Services	Full 12-Month Annual License Fee	Total	
⁴ Total Core Package Recurring Fees	\$ 4.65 / student	\$ 14,359.00	\$ -	\$ -	\$ 14,359.00	
Additional Functionality						
eSign - Electronic Signature - 1 block			200.00	-	200.00	
FastTrack	\$ 0.50 / student	1,544.00	-	-	1,544.00	
Fixed Assets	\$ 0.50 / student	1,544.00	-	-	1,544.00	
^{5,6} School Business Suite Data Migrations		-	17,733.00	-	17,733.00	
Installation						
⁷ Secure Cloud Computing Setup Assistance		-	585.00	-	585.00	
SmartStart Implementation Service						
Consultative Services - Business		-	7,000.00	-	7,000.00	
Project Management		-	6,720.00	-	6,720.00	
⁸ Project Management Discount		-	(1,440.00)	-	(1,440.00)	
Subtotal System Wide Services and Software		\$ 17,447.00	\$ 30,798.00	\$ -	\$ 48,245.00	
⁹ Holmes District School Board Total System Wide Services and Software					\$ 48,245.00	

School Business Suite - Washington County School District				3,089 Students		
School Business Suite Software		Full 12-Month Recurring Fee ¹	Services	Full 12-Month Annual License Fee	Total	
⁴ Total Core Package Recurring Fees	\$ 4.65 / student	\$ 14,364.00	\$ -	\$ -	\$ 14,364.00	
Additional Functionality						
eSign - Electronic Signature - 1 block		-	200.00	-	200.00	
Fixed Assets	\$ 0.50 / student	1,545.00	-	-	1,545.00	
^{5,6} School Business Suite Data Migrations		-	17,733.00	-	17,733.00	
Installation						
⁷ Secure Cloud Computing Setup Assistance		-	585.00	-	585.00	
SmartStart Implementation Service						
Consultative Services - Business		-	7,000.00	-	7,000.00	
Project Management		-	6,720.00	-	6,720.00	
⁸ Project Management Discount		-	(1,440.00)	-	(1,440.00)	
Subtotal System Wide Services and Software		\$ 15,909.00	\$ 30,798.00	\$ -	\$ 46,707.00	
⁹ Washington County School District Total System Wide Services and Software					\$ 46,707.00	

Pricing detail continued on following page



Pricing Detail, continued from previous page

School Business Suite - Gadsden County Schools				4,737 Students		
School Business Suite Software		Full 12-Month Recurring Fee ¹	Services	Full 12-Month Annual License Fee	Total	
⁴ Total Core Package Recurring Fees	\$ 4.65 / student	\$ 22,027.00	\$ -	\$ -	\$ 22,027.00	
Additional Functionality						
eSign - Electronic Signature - 1 block		-	200.00	-	200.00	
FastTrack	\$ 0.50 / student	2,369.00	-	-	2,369.00	
Fixed Assets	\$ 0.50 / student	2,369.00	-	-	2,369.00	
School Based Activity Accounting	\$ 0.50 / student	2,369.00	-	-	2,369.00	
^{5,6} School Business Suite Data Migrations		-	20,909.00	-	20,909.00	
Installation						
⁷ Secure Cloud Computing Setup Assistance		-	585.00	-	585.00	
SmartStart Implementation Service						
Consultative Services - Business		-	7,000.00	-	7,000.00	
Project Management		-	6,720.00	-	6,720.00	
⁸ Project Management Discount		-	(1,440.00)	-	(1,440.00)	
Subtotal System Wide Services and Software		\$ 29,134.00	\$ 33,974.00	\$ -	\$ 63,108.00	
⁹ Gadsden County Schools Total System Wide Services and Software					\$ 63,108.00	

School Business Suite - Wakulla County Schools				4,954 Students		
School Business Suite Software		Full 12-Month Recurring Fee ¹	Services	Full 12-Month Annual License Fee	Total	
⁴ Total Core Package Recurring Fees	\$ 4.65 / student	\$ 23,036.00	\$ -	\$ -	\$ 23,036.00	
Additional Functionality						
eSign - Electronic Signature - 1 block		-	200.00	-	200.00	
Fixed Assets	\$ 0.50 / student	2,477.00	-	-	2,477.00	
School Based Activity Accounting	\$ 0.50 / student	2,477.00	-	-	2,477.00	
^{5,6} School Business Suite Data Migrations		-	20,909.00	-	20,909.00	
Installation						
⁷ Secure Cloud Computing Setup Assistance		-	585.00	-	585.00	
SmartStart Implementation Service						
Consultative Services - Business		-	7,000.00	-	7,000.00	
Project Management		-	6,720.00	-	6,720.00	
⁸ Project Management Discount		-	(1,440.00)	-	(1,440.00)	
Subtotal System Wide Services and Software		\$ 27,990.00	\$ 33,974.00	\$ -	\$ 61,964.00	
⁹ Wakulla County Schools Total System Wide Services and Software					\$ 61,964.00	

Pricing detail continued on following page

Pricing Detail, continued from previous page

School Business Suite - Jackson County School Board				6,370 Students		
		Full 12-Month Recurring Fee ¹	Services	Full 12-Month Annual License Fee	Total	
School Business Suite Software						
⁴ Total Core Package Recurring Fees	\$ 4.65 / student	\$ 29,621.00	\$ -	\$ -	\$ 29,621.00	
Additional Functionality						
eSign - Electronic Signature - 1 block		-	200.00	-	200.00	
Fixed Assets	\$ 0.50 / student	3,185.00	-	-	3,185.00	
^{5,6} School Business Suite Data Migrations		-	22,499.00	-	22,499.00	
Installation						
⁷ Secure Cloud Computing Setup Assistance		-	585.00	-	585.00	
SmartStart Implementation Service						
Consultative Services - Business		-	7,000.00	-	7,000.00	
Project Management		-	10,640.00	-	10,640.00	
⁸ Project Management Discount		-	(2,280.00)	-	(2,280.00)	
Subtotal System Wide Services and Software		\$ 32,806.00	\$ 38,644.00	\$ -	\$ 71,450.00	
⁹ Jackson County School Board Total System Wide Services and Software					\$ 71,450.00	

School Business Suite - Walton County School District				8,345 Students		
		Full 12-Month Recurring Fee ¹	Services	Full 12-Month Annual License Fee	Total	
School Business Suite Software						
⁴ Total Core Package Recurring Fees	\$ 4.65 / student	\$ 38,804.00	\$ -	\$ -	\$ 38,804.00	
Additional Functionality						
eSign - Electronic Signature - 1 block		-	200.00	-	200.00	
FastTrack	\$ 0.50 / student	4,173.00	-	-	4,173.00	
Fixed Assets	\$ 0.50 / student	4,173.00	-	-	4,173.00	
School Based Activity Accounting	\$ 0.50 / student	4,173.00	-	-	4,173.00	
^{5,6} School Business Suite Data Migrations		-	22,499.00	-	22,499.00	
Installation						
⁷ Secure Cloud Computing Setup Assistance		-	585.00	-	585.00	
SmartStart Implementation Service						
Consultative Services - Business		-	7,000.00	-	7,000.00	
Project Management		-	10,640.00	-	10,640.00	
⁸ Project Management Discount		-	(2,280.00)	-	(2,280.00)	
Subtotal System Wide Services and Software		\$ 51,323.00	\$ 38,644.00	\$ -	\$ 89,967.00	
⁹ Walton County School District Total System Wide Services and Software					\$ 89,967.00	

Pricing detail continued on following page



Pricing Detail, continued from previous page

School Business Suite - Nassau County School District				11,589 Students		
School Business Suite Software		Full 12-Month Recurring Fee ¹	Services	Full 12-Month Annual License Fee	Total	
⁴ Total Core Package Recurring Fees	\$ 4.65 / student	\$ 53,889.00	\$ -	\$ -	\$ 53,889.00	
Additional Functionality						
eSign - Electronic Signature - 1 block		-	200.00	-	200.00	
Fixed Assets	\$ 0.50 / student	5,795.00	-	-	5,795.00	
^{5,6} School Business Suite Data Migrations		-	25,680.00	-	25,680.00	
Installation						
⁷ Secure Cloud Computing Setup Assistance		-	585.00	-	585.00	
SmartStart Implementation Service						
Consultative Services - Business		-	8,750.00	-	8,750.00	
Project Management		-	32,340.00	-	32,340.00	
⁸ Project Management Discount		-	(6,930.00)	-	(6,930.00)	
Subtotal System Wide Services and Software		\$ 59,684.00	\$ 60,625.00	\$ -	\$ 120,309.00	
⁹ Nassau County School District Total System Wide Services and Software					\$ 120,309.00	

Secure Cloud Computing Services

Secure Cloud Computing Services (SCC Services) provides an option to remotely operate your Skyward application through a secure cloud provider. Our cloud provider operates servers within its own facilities allowing you secure access to all applications through a browser via the Internet. The SCC Services are fully responsible for all aspects involved in database disaster recovery, loading releases and updates, operating and maintaining host servers, software, and databases.

School Business Suite	53,821 Students	Annual Total
Gold Package		\$ 88,805.00 *
* This is a 36 month contract.		

If you are interested in learning more about the SCC Services package options, please contact ISCorp, Jeff Zillner - VP Operations, 262.240.7777 or jzillner@iscorp.com.

All member districts will have their Skyward database hosted by ISCorp and will be billed collectively through PAEC.

Software Modules and Data Migrations Not Included on this Proposal

School Business Suite Software Modules

Accounts Receivable	\$ 0.50 / student
Applicant Import	\$ 0.50 / student
Bid Management	\$ 0.50 / student
Insurance Tracking	\$ 0.50 / student
Inventory	\$ 0.50 / student
Third Party Applicant Tracking	\$ 0.50 / student
TrueTime	\$ 0.75 / student

School Business Suite Data Migrations

Certification
Employee Management Custom Setup / Blackbox
Inventory
Professional Growth
School Based Activity Accounting (SBAA)

System Wide Software Modules

Schools Interoperability Framework (SIF) Agent
Crystal Reports

Pricing Footnotes

See Terms and Conditions for revised payment terms.

170711dtc

- ¹ This is a 3-Year Contract with automatic renewal after the initial term. The contract will renew at the then-current rate. The rate per student for the recurring fee will remain unchanged as stated in the Pricing Detail section above through June 30, 2020. The initial count is based on the student count as available from Market Data Retrieval (MDR) a division of Dun and Bradstreet. The recurring fee can fluctuate for subsequent years based on obtaining enrollment information directly from MDR. Charter and DJJ schools are not included in the above license except for use with FLDOE reporting.
- ² This proposal includes a discount off of the Skyward Support Fee. This discount is based on PAEC personnel providing Tier 1 support to their member districts. 170078dp
- ³ Skyward's Professional Development Center (PDC) is included on this proposal. The PDC is a self-paced learning center to assist in training all staff. It includes online tutorials, simulations, and testing options. Your entire staff will have unlimited access to Skyward's on-line library and training materials for select modules.
- ⁴ The bulk pricing for the Total Recurring Fees includes the following: The Skyward Core Package (Finance, Employee Access, Employee Management, Flex Benefits, Payroll, Salary Negotiations, State Reporting, and Substitute Tracking), Skyward Support, and the Professional Development Center. Detailed per student rates are included in the itemized rates on page 2 of this proposal.
- ⁵ The bulk pricing for the Skyward Data Migrations includes the following Data Migrations: Check Reconciliation, Detailed Fiscal Year Time-Off, Employee Management, Open Purchase Orders, Current Year Standard Budgetary, Current Year Standard Payroll, Time-Off Summary Balances, Standard Fixed Assets, and W2 History. The data migration fees are priced to reflect data coming from both vendors, TERMS and Focus. Skyward offers two solutions to migrate Employee Management data. Skyward will work with you to determine the best solution.
- ⁶ All data must be provided in an ASCII, SQL Database or Excel format. Any other format will result in additional charges based on programming estimates at the then-current programming rate. In some instances it is not possible to identify the fields required for the data migration. If this occurs, Skyward will not be responsible for manual data entry of these fields under the data migration agreement. Field and record layouts will be provided by customer, if needed.
Account Balancing Clarification
Skyward software requires that an account's ending balance for the quarter or year be equal to the opening balance for the next quarter or year. This is an accepted accounting principal and if your data does not meet that requirement Skyward will attempt to determine the discrepancy and if the discrepancy cannot be determined in a timely manner, Skyward will make an offsetting entry to fulfill the requirement. Skyward will clearly identify which account was adjusted and how the adjustment was accomplished. The customer may conduct further research and make a journal entry to eliminate the offsetting entry if desired.
- ⁷ **Secure Cloud Computing (SCC) Setup Assistance**
SCC Compliancy Testing.
Installation/Setup Service.
- ⁸ This proposal includes a Project Management discount. This discount applies when purchasing a core product. Future sub module purchases will include standard Project Management fees.
- ⁹ A/P checks, payroll checks, W-2 forms and 1099 forms can only be printed using supported laser printers. Skyward PaC software requires client access to utilize features that integrate with Microsoft products Excel and Word. Skyward Web based products like Employee Access do not require client access to Microsoft Office products.
Crystal Reports can be purchased directly from Skyward for additional custom reporting functionality and/or web Custom Reports.
Third-party product licenses may be subject to an annual increase.
Skyward requires an SSL (Secure Socket Layer) certificate to run any web-based applications.
Skyward's IT Services can provide you more information including cost and installation of an SSL certificate.

Custom Forms (Checks, W-2's, etc.) and Peripherals

Nelco is the exclusively recommended supplier of preprinted, blank laser, pressure seal (blank and preprinted) checks and MICR toner cartridges. To request free samples or to place your order, visit www.skywardforms.com or contact Nelco's customer service center at 1-800-266-4669.

School Technology Associates, Inc. has worked with Skyward for over 18 years and offers a complete line of hardware, software, service, and support for peripheral equipment needed to run Skyward's Food Service, Fixed Assets, and TrueTime software. All items have been completely tested by Skyward and are in use by other Skyward customers nationwide.

Dan Hoerl, President
School Technology Associates, Inc.
15134W Pierce Lane
Stone Lake, WI 54876
(612) 860-8960 - Cell Phone

Your one-stop source for your Skyward needs.
(877) 436-4657 - Toll Free Order Line
(877) 466-7157 - Toll Free Fax Line
www.k12sta.com

BMI Systems Group is a full service systems integrator specializing in creating procedures, software applications and sourcing supplies, and scanning hardware for automating and integrating advanced data collection systems with your current applications. We have built our reputation by developing and marketing reliable and cost effective systems designed to work in conjunction with your organization's Skyward School Business Suite Solution.

BMI Systems Group has interfaced with Skyward's Fixed Asset Module for over 8 years with many successful installations. For over 27 years, BMI Systems Group has designed and installed innovative solutions that consistently perform well in real world situations. Our products are in over 500 School Districts in 47 of the 50 states. Please visit our website: www.bmisys.com.

Secure Cloud Computing Readiness Review

As you consider Skyward's SCC Services, we can provide you with an initial readiness review to ensure your internet connection provides adequate bandwidth. Please contact your ISP (Internet Service Provider) on obtaining a usage report of your internet connection and provide the following information to your Skyward Account Executive for further analysis.

- ISP (Internet Service Provider) Name
- Type and Total bandwidth contracted with your ISP
- Available/free bandwidth during school hours (typically available through a bandwidth utilization report; preferably during the past 30 days with students present)

Annual Fee Information

Annual Support License

- Unlimited support requests for designated support contacts
- Live chat support
- Periodic product webinars
- Quarterly customer newsletter

Annual Software License

- Product updates throughout the year
- State and Federal required reports

Terms and Conditions

- See attached Terms and Conditions page for further information.
The Terms and Conditions page must be executed by an authorized representative.
- The Sales Agreement will be sent to you for execution.
The Sales Agreement page must be executed by both Skyward and an authorized representative to be valid.



TERMS AND CONDITIONS

All proposals are valid for 30 days from date of proposal.

This information is distributed exclusively by Skyward, Inc. It is to be used by the PAEC - Panhandle Area Educational Consortium administrative staff only. Any copying or distributing of the proposal, or any part of the proposal, to sources outside the PAEC - Panhandle Area Educational Consortium is prohibited without written consent, which shall not unreasonably be withheld, of Skyward, Inc.

Software

Classroom Training: Skyward classroom training shown in this proposal is calculated on the basis that up to 3 people may attend each class (with initial software purchase). Classroom training is to be provided at the Skyward Branch Office. Skyward reserves the right to cancel due to low enrollment. Additional training may be purchased at the then-current price per person, per class day.

On-site Training: On-site training is based on the customer having training facilities available. Additional on-site training may be purchased at the then-current rate. Up to 10 people, per instructor, may attend the on-site training. One day of training consists of 6 hours on-site.

Skyward on-site training policy: A maximum of 10 people may attend each on-site day unless otherwise noted in the training grid. Should more people attend the training over the numbers stated, the customer will be charged an additional \$200 for each person.

Cancellation of Training Days: The customer must cancel 24 hours in advance of scheduled training. If the training is not cancelled according to this policy, the customer will be billed for the scheduled classroom or on-site training.

Expiration of Training Days: The customer may utilize Classroom and On-Site training days, included with the purchase of Skyward software, for a period of up to twelve (12) months. The twelve-month period will commence upon implementation of each respective software module. Training days not utilized within the twelve-month period will expire and are non-refundable.

Skyward software systems will be installed by Customer Service Representatives. Customers running on an existing network installed by any other than Skyward must have their technical support person at the site to provide any assistance during the software loading. If no one is available, Skyward will bill the customer at the then-current rate.

Skyward PaC software only supports printers with drivers certified for the Windows Operating System. Skyward Web Based products like EA+ and Employee Access support print drivers that are certified for the Windows or Mac Operating System. Pre-printed forms for report cards can only be printed using supported laser printers.

Third Party Software and Hardware

Third party software and hardware proposals are for informational purposes only. Third party software and hardware prices should be verified by customer prior to ordering software and hardware.

This proposal is being presented without a Technology Analysis from our Networking Engineers. Data gathered for this proposal was provided by the customer to Skyward. Any additional required services or hardware will be billed at our normal rates. To ensure accuracy we recommend a Skyward Technology Analysis be initiated prior to ordering.

In the event Skyward provides any third party software and/or hardware as part of this Agreement (i.e. Skyward procures, assembles, delivers and/or installs such software and hardware, or provides training), customer agrees that it shall benefit by and be bound by any and all warranties, warranty limitations, license agreements, and any other rights and obligations provided by the third party software and/or hardware supplier to the purchasers and users of its products, whether provided in written or electronic format. Skyward will provide additional information on the manufacturers coverage and options upon request.

Skyward does not provide any warranties for third party software and hardware.

Payment Terms:

1. **Skyward and 3rd Party Annual Software License**

The Annual Skyward Software License will begin 7/1/2017 and run through June 30 of the current fiscal year, 10% due 7/1/2017, 23% due 9/1/2017, 33% due 10/1/2017 and 34% due 1/1/2018. 170711dtc

Subsequent years of Skyward Annual Software License will be billed in the spring of each fiscal year at the agreed rate and are due September 1. 170720dtc

The contract will renew at the then-current rate.

Third Party Annual License fees will be billed upon start of license as indicated by the third party vendor. For the initial year, the license will be prorated through June 30 if permission has been granted by said vendor. Subsequent years, therefore, would be billed on a June 30 fiscal year basis at the then-current rate.
2. **Scheduling of Installation**

Installation of purchased software must occur within 12 months of the date Skyward receives PO. Purchases subsequent to this conversion will be quoted at the then-current price.
3. **Professional Services**

a. **Installation and Training Services** - Billed for all training and installation services upon installation of any Skyward programs onto Customer's system, 10% due 7/1/2017, 23% due 9/1/2017, 33% due 10/1/2017 and 34% due 1/1/2018. 170711dtc

b. **Project Management/Consultative Services** - Billed upon execution of Software Agreement and/or Terms and Conditions, 10% due 7/1/2017, 23% due 9/1/2017, 33% due 10/1/2017 and 34% due 1/1/2018

Project Management hours must be used within 24 months of purchase. Unused hours will be cancelled and are not refundable.

c. **Data Migration Fees** - Billed for all data migration services upon installation of any Skyward programs onto Customer's system, 10% due 7/1/2017, 23% due 9/1/2017, 33% due 10/1/2017 and 34% due 1/1/2018.

State data used for the data migration must come from one system.

d. **Hosting fees to be billed by ISCorp** - Billed upon completion of hardware installation, 10% due 7/1/2017, 23% due 9/1/2017, 33% due 10/1/2017 and 34% due 1/1/2018. 170713dtc
4. **Subsequent years after contract expiration:**

Subsequent years following initial term will automatically renew as a single year contract.

The contract will renew at the then-current rate.
5. **Third Party Software and Hardware** - Payment due upon delivery. 5.14.15

Customer agrees to the terms and conditions listed above and set forth in the Proposal(s).

Customer Signature

Printed Name

Date

John Selover, Executive Director, Panhandle Area Educational Consortium

Date

Herbert J. Taylor, Superintendent, Washington County School Board

Date

SOFTWARE SERVICES AND LICENSE AGREEMENT

This Software Services and License Agreement (this "Agreement") is made and entered into as of the 9 day of May, 2017 (the "Effective Date") by and between **Skyward, Inc.**, a Wisconsin corporation with offices at 2601 Skyward Drive, Stevens Point, WI 54482 ("SKYWARD") and **Panhandle Area Educational Consortium**, a Florida non-profit educational service agency with offices at 753 West boulevard, Chipley, FL 32428 ("PAEC"). Skyward and PAEC may be referred to herein individually as a "party" and collectively as the "parties" to this Agreement.

WHEREAS, PAEC is a regional, non-profit, educational service agency established to provide cooperative services to its member districts consisting of K-12 and adult education districts as defined by the Florida Department of Education and is governed by a Board of Directors consisting of the superintendents of the member districts;

WHEREAS, SKYWARD is engaged in the business of developing and licensing computer software for use in the management and operation of schools and educational service organizations and SKYWARD has provided PAEC with a proposal, a copy of which is attached hereto as Exhibit A and incorporated herein by reference (the "Software Proposal"), to provide PAEC and its member districts with the software services described therein; and

WHEREAS, after a selection process performed by PAEC in cooperation with the member districts, PAEC determined to conduct direct negotiations, as permitted within Florida Statute #6A-1.012(7), with SKYWARD with respect to the terms and conditions under which SKYWARD would provide the products and services described in Software Proposal and the parties have now reached an agreement and understanding, subject to the approval of the District School Board of Washington County as the fiscal agent for PAEC, as to the specific products and services to be provided by SKYWARD to PAEC and the terms and conditions on which such products and services shall be provided.

NOW, THEREFORE, in consideration of the mutual covenants and agreements of the parties and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties do hereby agree as follows:

1.0 Grant of Limited License.

1.1 Limited License for Member Districts. Subject to the terms and conditions of this Agreement, SKYWARD hereby grants to PAEC an non-exclusive, non-transferable, terminable and limited right and license to provide access to the software, products, and modules identified in the Software Proposal (collectively the "Skyward Products"), together with all related instruction manuals and other materials associated therewith (the "Materials"), in a software as a service ("SaaS") format to PAEC's member districts identified in the Software Proposal (individually a "Member District" and collectively the "Member Districts") for their internal use solely through SKYWARD's authorized third party host and pursuant to that certain Hosting Services Agreement executed by PAEC simultaneously with the execution of this Agreement. Provided however, any grant of access to the Skyward Products to a Member District pursuant to this Agreement shall be subject to and conditioned upon said Member District entering into a SKYWARD approved end user license agreement agreeing to be bound by the terms and conditions of this Agreement.

1.2 Limited License for PAEC. SKYWARD hereby grants PAEC a nonexclusive, non-transferable, non-sublicensable, terminable and limited right and license to use the Skyward Products, solely through SKYWARD's authorized third party host and pursuant to that certain Hosting Services Agreement executed by PAEC simultaneously with the execution of this Agreement, for the exclusive purpose of providing its Member Districts with the support and other services to be performed by PAEC, as provided in this Agreement.

1.3 Use Restrictions. By accepting the rights granted by SKYWARD hereunder, PAEC agrees that it will not, without the prior express written consent of SKYWARD: (i) except as specifically authorized by SKYWARD in this Agreement, sell, license, sublicense, distribute, lease or otherwise transfer or allow the transfer of the Skyward Products or Materials to third parties; (ii) use the Skyward Products or Materials in any manner inconsistent with the rights granted above; (iii) modify or create derivative works of the Skyward Products or Materials; (iv) permit the Skyward Products to be downloaded, embedded, or otherwise transferred to a third party processor, host, or any other server or equipment not under the exclusive control of SKYWARD or its authorized third party host; or (v) attempt to decompile, disassemble or reverse engineer the Skyward Products, or otherwise attempt to (a) derive source code or underlying ideas, algorithms, structure or organization from the Skyward Products, or (b) defeat, avoid, bypass, remove, deactivate or otherwise circumvent any software protection mechanisms in the Skyward Products.

1.4 Third Party Products and Services. Any information or proposals for third party products or services provided by SKYWARD to PAEC are for informational purposes only and it is the sole responsibility of PAEC to independently verify any terms, conditions, fees and expenses associated with any such third party products or services. PAEC further acknowledges that any such information or proposals provided by SKYWARD were based on information provided by PAEC and that SKYWARD did not perform an independent technology analysis, unless requested by PAEC to do so. In the event SKYWARD provides any third party products or services to PAEC under the terms of this Agreement, PAEC agrees that it will be bound by and will comply with the terms and conditions of any end user license agreement or other restrictions of use required by such third parties in association with the use of their products or services.

2.0 PAEC Obligations.

2.1 Grant of Access. PAEC shall not grant access to the Skyward Products to any Member District until said Member District executes and delivers an end user license agreement agreeing to be bound by the terms and conditions of this Agreement that has been approved by SKYWARD in writing (an "EULA").

2.2 Tier 1 Support Services. PAEC shall provide Tier 1 Support directly to its Member Districts in a manner consistent with SKYWARD's then current standards, which may be modified or amended from time to time. SKYWARD agrees to provide PAEC with thirty (30) days prior written notice of any change to its standards for the Tier 1 Support and that any change to the standards for the Tier 1 Support that will result in an additional expense to PAEC or significantly expand the responsibilities of PAEC must be agreed to by PAEC in writing. "Tier 1 Support" is defined as all initial support calls from Member Districts. Examples of Tier 1 Support include, but are not limited to: (i) best practice scenarios; (ii) general troubleshooting; and (iii) basic error handling.

3.0 SKYWARD Obligations.

3.1 Training Services. Skyward agrees to provide PAEC with the training services (the "Training Services") described in SKYWARD's proposal attached hereto as Exhibit B and incorporated herein by reference (the "Training Proposal").

3.1.1 Classroom Training. All classroom training described in the Training Proposal is calculated on the basis that up to four (4) people may attend each class. All classroom training will be provided at a PAEC office or via the Web as determined by Skyward, unless otherwise agreed to by Skyward. Additional classroom training sessions can be purchased by Licensee at Skyward's then current rates.

3.1.2 On-Site Training. The cost of all on-site training described in the Training Proposal is based on PAEC having training facilities available. Each on-site training day described in the Training Proposal consists of a six (6) hour training day and a maximum of number of individuals that may attend is stated in the Training Proposal. In the event the number of attendees exceeds the permitted number, then PAEC will be charged an additional \$200.00 for each additional attendee.

3.1.3 Cancellation or Expiration. Any scheduled classroom or on-site training days may be cancelled by PAEC up to twenty-four (24) hours in advance. If the scheduled classroom or on-site training day is cancelled by PAEC with less than twenty-four (24) hours advance notice to SKYWARD, then Licensee will be responsible for the full amount of the scheduled classroom or on-site training. All classroom and on-site training days described in the Training Proposal may be utilized by PAEC for a period of up to twelve (12) months following the implementation of each software module to which the training pertains. Any classroom and on-site training days that are not utilized by PAEC within the time provided will expire and are non-refundable.

3.2 Tier 2 Support Services. PAEC shall provide Tier 2 Support directly to the Member Districts in a manner consistent with SKYWARD's then current standards, which may be modified or amended from time to time. Skyward will provide PAEC with Tier 2 Support when requested by PAEC, but Skyward will have no obligation to contact a Member District directly to provide Tier 2 Support, unless otherwise agreed to by Skyward. "Tier 2 Support" is generally defined as more difficult calls after Tier 1 Support solutions have been exhausted. Examples of Tier 2 Support include, but are not limited to: (i) when the Skyward Products not working as intended; (ii) database errors not already identified; (iii) basic error handling; (iv) data conversion assistance when mass data fixes and corrections are not working; (v) configuration consulting; and (vi) data import issues.

4.0 Fees and Payment.

4.1 Fees. PAEC shall pay the annual license fees, subscription fees, service fees, and other reoccurring fees and amounts due in association with the Skyward Products as described in the Software Proposal (the "Annual Fees") during the Initial Term (as defined herein), in accordance with the terms and conditions contained in the Software Proposal. PAEC further agrees to pay the fees associated with the Training Services as described in the Training Proposal (the "Training Fees"). The Annual Fees and the Training Fees may be referred to herein collectively as the "Fees." In the event this Agreement is renewed as provided in Section 8.1 below, the Fees due SKYWARD in association with (i) the Skyward Products for such Renewal Term (as defined herein) and (ii) any Training Services agreed by SKYWARD and PAEC, shall be at SKYWARD's then current rates.

4.2 Hosting Fees. Unless otherwise agreed to by SKYWARD and PAEC, all fees due from PAEC and/or its Member Districts to SKYWARD's authorized application service provider (the "Host") in association with the services provided by the Host shall be paid directly to the Host as provided in that certain Hosting Services Agreement executed by PAEC simultaneously with the execution of this Agreement.

4.3 Payment and Taxes. Unless otherwise agreed to by SKYWARD, PAEC shall make payment of all Fees to SKYWARD within thirty (30) days following PAEC's receipt of invoice from SKYWARD. If any authority imposes a duty, tax, levy or fee, excluding those based on SKYWARD's net income, upon the Skyward Products, Materials, or the services to be provided herein, then PAEC agrees to pay the amount specified and PAEC is solely responsible for any personal property taxes for the Skyward Products from the date they were acquired.

5.0 Warranty and Limitations.

5.1 Limited Warranty. SKYWARD shall use commercially reasonable efforts consistent with prevailing industry standards to maintain the security of the Software Products and minimize errors and interruptions in PAEC and its Member Districts' access and use of the Skyward Products, provided that: (a) PAEC and its Member Districts use the Skyward Products strictly in accordance with the user documentation furnished by SKYWARD; (b) PAEC and its Member Districts pay all amounts due under this Agreement and is not in default of any provisions of this Agreement; and (c) PAEC and its Member Districts make no changes (nor permits any changes to be made other than by or with the express written approval of SKYWARD) to the Software Products. This limited warranty extends only to PAEC and its Member Districts as the original licensees.

5.2 Limitations. In no event does SKYWARD warrant that the Skyward Products will be error free or that PAEC and its Member Districts will be able to operate the Skyward Products without problems or interruptions. PAEC acknowledges that the availability of the Skyward Products depends upon the availability of the Internet and the authorized third party Host that SKYWARD uses and that SKYWARD has no control over such availability. Accordingly, SKYWARD makes no representations, warranties, or covenants regarding the availability of the Skyward Products to the extent that such availability depends upon the availability of the Internet or any authorized third party Host that SKYWARD uses. PAEC further acknowledges that the Skyward Products may be temporarily unavailable for scheduled maintenance, for unscheduled emergency maintenance, or due to other causes beyond SKYWARD's reasonable control and SKYWARD will not be liable to PAEC or its Member Districts as a result of these temporary interruptions.

5.3 Remedies and Exclusions. PAEC and its Member Districts' sole and exclusive remedy and the entire liability of SKYWARD under this limited warranty will be for SKYWARD to make commercially reasonable efforts to provide the Skyward Products as warranted. If for any reason, SKYWARD is unable to provide the Skyward Products as warranted within thirty (30) days following PAEC or a Member District's report of a breach of this limited warranty, then upon PAEC's written request, Skyward will refund the Annual Fees paid by PAEC to SKYWARD for the then current fiscal year, pro-rated as of the date of the report of the breach, and PAEC and its Member Districts' license to use the Skyward Products will be terminated. Except for the limited warranty described herein, no other warranties, express or implied, are provided by SKYWARD. EXCEPT AS SPECIFIED IN THIS LIMITED WARRANTY, ALL EXPRESS OR IMPLIED CONDITIONS, REPRESENTATIONS, AND WARRANTIES INCLUDING WITHOUT LIMITATION, ANY IMPLIED WARRANTY OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, ARE HEREBY EXCLUDED TO THE EXTENT ALLOWED BY APPLICABLE LAW.

5.4 Limitation of Liability. The liability of SKYWARD to PAEC and its Member Districts for any claim whatsoever related to this Agreement, including any cause of action arising in contract, tort, or strict liability, shall not exceed the total amount of the Fees received by SKYWARD under the terms of this Agreement during the 365 days preceding the cause of action. The parties acknowledge and agree that IN NO EVENT WILL EITHER PARTY BE LIABLE FOR ANY LOST REVENUE, OR PROFIT, OR FOR SPECIAL, INDIRECT, CONSEQUENTIAL, INCIDENTAL, OR PUNITIVE DAMAGES HOWEVER CAUSED AND REGARDLESS OF THE THEORY OF LIABILITY ARISING OUT OF OR RELATING TO THIS AGREEMENT OR THE TERMINATION OF THIS AGREEMENT, EVEN IF SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

6.0 Insurance and Indemnification.

6.1 Insurance. Both parties agree to maintain in effect at all times during the Term (as defined herein), at their sole expense, the following minimum insurance coverages:

6.1.1 Workers' Compensation. Workers compensation insurance covering their employees in accordance with applicable law.

6.1.2 Commercial General Liability. Commercial general liability insurance written on an occurrence form including coverage for bodily injury, property damage, and completed operations arising out of their performance of their obligations under this Agreement, with minimum limits of not less than One Million Dollars (\$1,000,000) per occurrence and One Million Dollars (\$1,000,000) annual aggregate.

6.1.3 Professional Liability. Professional liability/errors and omissions coverage insurance in an amount of not less than One Million Dollars (\$1,000,000) per occurrence and One Million Dollars (\$1,000,000) annual aggregate. If coverage is written on a claims made basis, coverage with respect to any and all of the respective services that each party has agreed to perform in connection with this Agreement shall be maintained for a period of at least three (3) years after the termination of this Agreement.

Each party agrees to name the other party shall be designated as an additional insured on each of the above referenced policies.

6.2 Indemnification.

6.2.1 Indemnification by PAEC. PAEC will hold SKYWARD harmless against, and defend any claim, suit, or proceeding brought against SKYWARD insofar as such suit or proceeding is based upon: (i) a claim that this Agreement or PAEC's obligations hereunder constitutes a violation or infringement of any contract between PAEC and any other party; (ii) the release of PII (as defined herein) or other data or confidential information of a Member District to the extent directly caused by the negligence or willful misconduct of PAEC or its employees; or (iii) a claim by any Member District due to PAEC's breach of the terms of a EULA, this Agreement, or violation of any applicable law or failure to maintain any required license or certification. PAEC shall pay any damages or costs awarded to a third party in any suit, and shall pay all costs, disbursements and attorneys' fees incurred by SKYWARD in defending such suit and/or enforcing the obligations imposed upon PAEC by this section.

6.2.2 Indemnification by SKYWARD. SKYWARD will defend any claim, suit, or proceeding brought against SKYWARD and/or PAEC insofar as such suit or proceeding shall be based upon (i) a claim that the use of the Skyward Products by one or more of the Member Districts violates any United States patent, United States copyright or trade secret right protected under the laws of any state

within the United States; or (ii) the release of PII or other data or confidential information of a Member District to the extent directly caused by the negligence or willful misconduct of SKYWARD or its employees. To qualify for such defense and payment, PAEC must give SKYWARD prompt written notice of such claim and allow SKYWARD to control or institute all defenses to such claims, including settlement of all such claims, in litigation or otherwise, so long as no such settlement adversely affects PAEC's ability to exercise the rights granted in this Agreement, unless PAEC consents. Skyward shall pay any damages or costs awarded against PAEC (or payable by PAEC pursuant to a settlement agreement) in connection with such suit or proceeding.

7.0 Confidential Information and Intellectual Property.

7.1 Member District Records.

7.1.1 Confidentiality of All Data. All personally identifiable information and data relating to the Member Districts' students and/or employees used by the Member Districts in conjunction with the Skyward Products shall at all times be treated as confidential by SKYWARD and PAEC and will not be copied, used or disclosed by SKYWARD and PAEC for any purpose. SKYWARD and PAEC recognize that personally identifiable information is protected against disclosure by federal and state statutes and regulations and SKYWARD and PAEC agree to comply with said restrictions.

7.1.2 Family Educational Rights and Privacy Act. The parties expect and anticipate that the parties may have access to education records of the Member Districts only as an incident of the respective services that SKYWARD and PAEC are required to provide to the Member Districts pursuant to the terms of this Agreement. In the event SKYWARD or PAEC has access to any Personally Identifiable Information ("PII") (including but not limited to personally identifiable student information as defined by applicable state and federal law), then SKYWARD and PAEC shall be deemed a "school official determined to have a legitimate educational interest" under 34 CFR 99.31(a)(1), as provided by the Member Districts' policies and procedures. SKYWARD and PAEC acknowledge that PII is the confidential information of the Member Districts and SKYWARD and PAEC shall not use it for any purpose, commercial or otherwise, except as expressly provided in this Agreement. SKYWARD and PAEC agree to abide by the requirements of applicable federal and state law pertaining to the disclosure of PII, and agree to take all reasonable measures to protect against the unauthorized disclosure of any PII. Except for use and disclosure to their employees and personnel to the extent necessary to fulfill its obligations under the terms of this Agreement, SKYWARD and PAEC shall not use or further disclose PII. Upon the expiration or termination of this Agreement, SKYWARD and PAEC agree to promptly return to the respective Member Districts any and all PII in their possession.

7.1.3 Health Insurance Portability and Accountability Act. The parties further acknowledge that their respective performance of the services required of each of them may necessarily involve the incidental receipt of data by each party that constitutes personal health information, as that term is defined by the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"). In addition to the terms and conditions contained herein, SKYWARD, PAEC, and the Member Districts may enter into a HIPAA Business Associate Agreement providing for the protection of such personal health information as required by HIPAA.

7.2 Intellectual Property.

7.2.1 SKYWARD Intellectual Property. PAEC acknowledges and agrees that the Skyward Products developed by SKYWARD, including the specific design and structure of individual programs, input formats, and source code and the products, services and materials associated therewith, all constitute trade secrets, confidential and proprietary information, and copyrighted material of

SKYWARD (the "Intellectual Property"). PAEC further acknowledges and agrees that this Agreement does not affect any transfer of title in the Intellectual Property to PAEC or its Member Districts and that SKYWARD is the sole owner of said Intellectual Property. PAEC shall implement reasonable security measures to protect such Intellectual Property.

7.2.2 Works Made For Hire. All of the Tier I Support to be performed by PAEC hereunder shall be deemed works-made-for-hire for the benefit of SKYWARD. SKYWARD shall be deemed the sole and exclusive owner of all intellectual property, specifications, and any other products or information designed and/or produced either solely by PAEC or in conjunction with SKYWARD in association with the Skyward Products or PAEC's performance of its obligations under this Agreement, including but not limited to all patent, copyright, and other intellectual property rights associated therewith. PAEC shall execute such truthful acknowledgments, affidavits, or other documentation reasonably required by SKYWARD, during the Term, and for a reasonable period after the termination of this Agreement, to assist in proving SKYWARD's ownership of such intellectual property. SKYWARD shall have an irrevocable and permanent royalty free license to use any intellectual property of PAEC incorporated into the intellectual property, specifications, and any other products or information systems designed and/or produced under the terms of this Addendum, in any manner deemed necessary by SKYWARD in its sole discretion. SKYWARD's intellectual property rights created by this Agreement, including all patents, trade secrets, copyrights and licenses, are fully transferable by SKYWARD and all sales proceeds, license fees, royalties, and other profits received by Skyward related to the any such intellectual property or other products or information systems designed and/or produced under the terms of this Agreement shall be the sole and exclusive property of SKYWARD.

8.0 Term and Termination.

8.1 Term. The term of this Agreement shall commence on the Effective Date and shall continue until June 30, 2020, unless terminated earlier as provided herein (the "Initial Term"). This Agreement will automatically renew for additional one (1) year periods (each a "Renewal Term") following the expiration of the Initial Term or a Renewal Term (as the case may be), unless terminated as provided herein. All references to the "Term" of this Agreement shall include the Initial Term and any Renewal Term.

8.2 Termination by Either Party. Either party may terminate this Agreement at the end of the Initial Term or any Renewal Term by providing the other party with written notice at least ninety (90) days prior to the end of the Initial Term or any Renewal Term (as the case may be).

8.3 Termination by SKYWARD. Except as provided in Section 8.5 below, in the event (i) PAEC or any of its Member Districts fails to make any payment to SKYWARD when due; or (ii) PAEC otherwise fails or refuses to perform its obligations under this Agreement, and such default is not cured within thirty (30) days after PAEC and/or the Member District receives notice of such default, then PAEC shall be deemed to be in default under the terms of this Agreement and Skyward may terminate this Agreement immediately and without further notice.

8.4 Termination by PAEC. In the event SKYWARD fails or refuses to perform its obligations under this Agreement and such default is not cured within thirty (30) days after SKYWARD receives notice of such default, then SKYWARD shall be deemed to be in default under the terms of this Agreement and PACE may terminate this Agreement immediately and without further notice.

(a) Non-appropriations. Notwithstanding any other provision of this agreement, if funds for the continued fulfillment of this agreement by PAEC are at any time not forthcoming or are insufficient, through failure of any entity to appropriate funds or otherwise, then PAEC will have the right to terminate

this agreement at no additional cost and with no penalty whatsoever by giving prior written notice documenting the lack of funding. PAEC will provide at least thirty (30) days advance written notice of such termination. PAEC will use reasonable efforts to ensure appropriated funds are available

8.5 Injunctive Relief. Notwithstanding Section 8.3 above, in the event PAEC or one of its Member Districts breaches or commits a violation of Section 1.2 or 7.2 above, then SKYWARD will be entitled, without proof of damages, to immediate injunctive relief (including but not limited to, a temporary restraining order, temporary injunction and permanent injunction, all without bond), restraining PAEC and its Member Districts from any further use of the Skyward Products and/or use or disclosure of the Intellectual Property and requiring that all copies thereof be immediately returned to SKYWARD. Notwithstanding anything contained herein to the contrary, this Section will not be construed to limit SKYWARD's rights to pursue any other remedy or relief available under this Agreement or otherwise available. PAEC further agrees that SKYWARD's pursuit of any remedy under this Agreement or otherwise available will not constitute an election of remedies by SKYWARD.

8.6 Effect of Termination. In the event of the termination of this Agreement for any reason, all of PAEC and its Member Districts' rights and privileges under this Agreement, including but not limited to the right to use the Skyward Products and Materials shall be immediately terminated. PAEC and its Member Districts shall immediately return to SKYWARD all Intellectual Property in their possession, regardless of the form.

9.0 Relationship of Parties and Assignment.

9.1 Relationship of Parties. Nothing contained in this Agreement shall be construed to create a partnership, joint venture, employer/employee, agency or any other type of relationship. Nothing in this Agreement or otherwise shall be construed as constituting an appointment of either party as agent, legal representative, joint venturer, partner, or employee of the other party for any purpose whatsoever. Neither party is authorized to transact business, incur obligations, or assign or create any obligation of any kind, express or implied, on behalf of the other party, or bind it in any way whatsoever, or to make any contract, promise, warranty or representation on the other party's behalf with respect to any matter.

9.2 Assignment. Neither party may assign its rights under this Agreement without the prior written consent of the other party, which shall not be unreasonably withheld, conditioned or delayed. Provided however, the purchase of all or substantially all of the capital stock or assets of a party by a third party, or the merger of a party into another entity shall not be deemed an assignment for the purposes of this Agreement.

10.0 Interpretation and Construction.

10.1 Entire Agreement. This Agreement shall be governed by the laws of the State of Florida, without regard to any rules of construction concerning the draftsmanship hereof. This Agreement contains the entire understanding and full and complete agreement of the parties, and supersedes and replaces any prior understandings and agreements among the parties, with respect to the subject matter hereof. Section headings included in this Agreement are for convenience only and are not intended to limit or expand the rights of the parties hereto. References to Sections herein shall mean sections of the text of this Agreement, unless otherwise indicated. This Agreement may be altered, amended or modified only in writing, signed by both of the parties hereto.

10.2 Notices. Any notice provided for or permitted under this Agreement shall be treated as having been given when (i) delivered personally, (ii) sent by commercial overnight courier with written verification of receipt; or (iii) mailed postage prepared by certified or registered mail, return receipt

requested, to the party to be notified, at the address set forth in the introductory paragraph of this Agreement, or such other place of which the other party has been notified in writing.

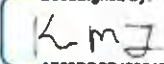
10.3 Severability. If any court of competent jurisdiction determines that any provision of this Agreement is invalid or unenforceable, such invalidity or unenforceability shall have no effect on the other provisions hereof, which shall remain valid, binding and enforceable and in full force and effect, and such invalid or unenforceable provision shall be construed in a manner so as to give the maximum valid and enforceable effect of the intent of the parties expressed herein.

10.4 Remedies and Waiver. All remedies conferred upon the parties by this Agreement shall be deemed cumulative and no one exclusive of the other or of any other remedy conferred by law. The waiver by either party of the breach of any provision of this Agreement shall not operate or be construed as waiver of any subsequent breach by either party.

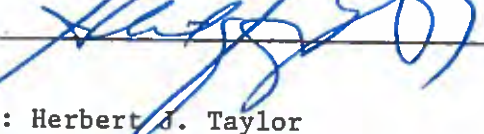
10.5 Counterparts and Signatures. This Agreement may be executed in any number of counterparts, all of which when executed shall be deemed to be an original but all of which taken together shall constitute one and the same agreement. The parties agree that facsimile or PDF signatures when attached to this Agreement shall bear the same legal import as original signatures on one document.

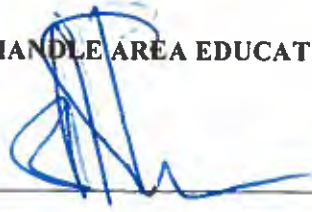
The undersigned have agreed to the terms and conditions of this Agreement as of the Effective Date.

SKYWARD, INC.

DocuSigned by:

By: AE29DDCD49304C1
Kevin B. McFerrin
Chief Business Development Officer

PANHANDLE AREA EDUCATIONAL CONSORTIUM

By: 
Name: Herbert J. Taylor

By: 
Name: John Selover
Title: Executive Director

Title: Superintendent
Washington County School Board Attest:

By: _____
Name: _____
Title: _____

SaaS HOSTING SERVICES AGREEMENT

This SaaS Hosting Services Agreement (this "Agreement") is made and entered into by and between Skyward, Inc., a Wisconsin corporation with offices at 2601 Skyward Drive, Stevens Point, WI 54482 ("Skyward"), Panhandle Area Educational Consortium, a Florida non-profit educational service agency with offices at 753 West boulevard, Chipley, FL 32428 ("Subscriber"), and Integrated Systems Corporation, a Wisconsin corporation, with offices at 10325 N. Port Washington Road, Mequon, WI 53902 ("Host"). Skyward, Subscriber and Host may be collectively referred to herein as the "parties" or individually as a "party."

RECITALS

A. Skyward has developed certain proprietary computer software, as updated and revised from time to time (the "Skyward Software"). The Skyward Software, together with any additional products provided by Skyward in association therewith, shall be collectively referred to as the "Skyward Products."

B. Skyward and Subscriber have entered into that certain Software Service and License Agreement (the "SaaS Agreement") whereby Skyward granted Subscriber the right to access and use certain Skyward Products more particularly described therein, subject to and conditioned upon Subscriber entering into this Agreement to provide for the terms and conditions of Subscriber's access and use of the Skyward Products through Skyward's authorized third party host.

C. Host is an application service provider who is in the business of providing services for server and application hosting, management, and operations and Skyward has granted Host a license to host the Skyward Products.

TERMS AND CONDITIONS

1.0 Hosting Services.

1.1 Description of Hosting Services. Host shall provide Subscriber and its Member Districts (as defined in the SaaS Agreement) with remote access to a digital information processing, transmission and storage system on one or more servers located at Host's facilities that will enable Subscriber and its Member Districts to access the Skyward Products over the Internet. Subject to Subscriber and its Member Districts' compliance with the SaaS Agreement and this Agreement, Host will support the Skyward Products through implementation of Skyward-provided or authorized modifications, patches, updates, upgrades and new releases or versions of the Skyward Products. Host will use commercially reasonable efforts to back up the information on its servers and to store the information in a reasonably secure environment and shall also use commercially reasonable efforts to provide redundant systems designed to decrease the risk or magnitude of a loss of data. The services to be provided by Host to Subscriber and its Member Districts, as described in this Section 1.1, shall be collectively referred to as the "Hosting Services."

1.2 Use of Hosting Services. Subscriber and its Member Districts may access and use the Hosting Services only to the extent of authorizations acquired by Subscriber from Skyward or Host. Subscriber is responsible for use of the Hosting Services by any party who accesses the Hosting Services with Subscriber and its Member Districts' account credentials. Subscriber acknowledges and agrees that its use of the Hosted Services is subject to Subscriber and its Member Districts' compliance with the terms and conditions of the SaaS Agreement, this Agreement, and any prohibited use policies of Host. Subscriber and its Member Districts may not use the Hosting Services to providing hosting or timesharing services to any third party or to provide any third party with access to the Skyward Products.

1.3 Obligations of Subscriber. Subscriber is solely responsible for information, data, and content of Subscriber placed on Host's servers by Subscriber or Subscriber's Member Districts. Unless caused by their negligence or willful misconduct, Skyward and Host shall not be liable to Subscriber or its Member Districts for loss of its information, data, and content placed on Host's servers as a result of the Hosting

Services, but Host shall, in the event of a loss, use its commercially reasonable efforts to attempt to recover or reconstruct any such information that has been lost. Subscriber warrants and represents that information, data, and content placed on Host's servers as a result of the Hosting Services: (a) is not offensive, defamatory, or obscene; (b) is not racially, ethnically or otherwise objectionable; (c) does not promote discrimination based on sex, race, religion, nationality, disability, sexual orientation or age; and (d) does not violate any other applicable law. Host reserves the right to delete any material installed or inputted on Host's server or to disconnect a server which contains material which Host believes in good faith breaches any of these warranties. A breach of any of the foregoing warranties by Subscriber or Subscriber's Member Districts shall constitute an event of default under the terms of this Agreement and may result in the termination of this Agreement pursuant to Section 6.0 below.

2.0 Fees and Payment. Subscriber shall pay the Annual Fees (as defined in the SaaS Agreement) and other reoccurring fees and amounts due in association with the Hosting Services (collectively the "Fees"), during the term of this Agreement. Subscriber shall make payment of the Fees when due as provided in the Proposal or within thirty (30) from the date of invoice. Interest on all past due amounts will be charged at the maximum rate permitted by law. If any authority imposes a duty, tax, levy or fee (excluding those based on Host's net income) upon the Hosting Services, then Subscriber agrees to pay the amount specified.

3.0 Reservation of Title.

3.1 Host Property. All computer systems, operating software, network equipment, and any hardware, software, documentation, information, business practices, or operating methods provided by Host as part of the Hosting Services shall remain the property of Host. Host will retain title to all rights in all intellectual property provided by Host under the terms of this Agreement, including but not limited to, any know-how, customizations, practices, and other technologies related to the Hosting Services.

3.2 Skyward Property. Subscriber and Host each acknowledge and agree that the Skyward Products, including but not limited to, the specific design and structure of individual programs, input formats, object code and source code, algorithms, frameworks, all constitute trade secrets, confidential and proprietary information, and copyrighted material of Skyward. Subscriber and Host further acknowledge and agree that this Agreement does not affect any transfer of title in the Skyward Products and that the Skyward Products shall remain the sole and exclusive property of Skyward or Skyward's licensor.

4.0 Subscriber Data.

4.1 Confidentiality of All Data. All personally identifiable information and data relating to Subscriber's Member Districts' students and/or employees used by Subscriber in conjunction with the Skyward Products shall at all times be treated as confidential by Host and will not be copied, used or disclosed by Host for any purpose. Host recognizes that personally identifiable information is protected against disclosure by federal and state statutes and regulations and Host agrees to comply with said restrictions.

4.2 Family Educational Rights and Privacy Act. The parties expect and anticipate that Host may receive education records from Subscriber or its Member Districts only as an incident of the Hosting Services. In the event Subscriber or its Member Districts provide Personally Identifiable Information ("PII") (including but not limited to personally identifiable student information as defined by applicable state and federal law) to Host, they shall be deemed a "school official determined to have a legitimate educational interest" under 34 CFR 99.31(a)(1), as provided by Subscriber's Member District's policies and procedures. Host acknowledges that PII is the confidential information of Subscriber and its Member Districts and shall not use it for any purpose, commercial or otherwise, except as expressly provided in this Agreement. Host agrees to abide by the requirements of applicable federal and state law pertaining to the disclosure of PII, and agrees to take all reasonable measures to protect against the unauthorized disclosure of any PII. Except for use and disclosure to their employees and personnel to the extent necessary to fulfill its obligations under this Agreement, Host shall not use or further disclose PII. Upon the expiration or

termination of this Agreement, Host agrees to promptly return to Subscriber and its Member Districts any and all PII in Host's possession.

4.3 Health Insurance Portability and Accountability Act. The parties acknowledge that Host may receive data that constitutes personal health information, as that term is defined by the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"). In addition to the terms and conditions contained herein, Host and Subscriber or its Member Districts may enter into a HIPAA Business Associate Agreement providing for the protection of such personal health information as required by HIPAA.

4.4 Indemnification. Host shall, at its sole cost and expense, defend and hold harmless Subscriber, its Member Districts, and Skyward from and against any and all claims, actions, and liabilities brought by any third party against Subscriber, its Member Districts, or Skyward as a result of the release of PII or other confidential information of Subscriber, its Member Districts, or Skyward to the extent directly caused by the negligence or willful misconduct of Host or its employees. Provided however, to qualify for such defense, Subscriber, its Member Districts and Skyward must give Host prompt written notice of such claim and allow Host to control or institute all defenses to a such claim, including settlement of all such claims, in litigation or otherwise.

4.5 Open Database Connection. If requested by Subscriber or its Member Districts and agreed to by Skyward, Skyward may utilize the Hosting Services to establish an open database connection ("ODBC") between Skyward's database and the database of Subscriber or its Member Districts. In the event such an ODBC is established by Skyward, Subscriber will be permitted to insert its data into the Skyward database subject to the following terms and conditions: (a) Subscriber or its Member Districts will be the sole and exclusive owner of all data inserted into the Skyward database, (b) Subscriber agrees to hold Skyward harmless from any liability relating to Subscriber or its Member Districts' insertion of data into the Skyward database, including but not limited to the corruption of such database, (c) Subscriber shall compensate Skyward to repair any problems relating to the corruption of the Skyward database arising from or related to the insertion of the Subscriber or its Member Districts' data, (d) Subscriber agrees to log all data inserts by date, time, database, table and field and to create a backup of the database prior to inserting any data, and (e) Subscriber shall not allow any third party vendors, suppliers, or other individuals or entities associated with Subscriber access to the ODBC without the prior written consent of Skyward and Skyward may, in its sole discretion, require that any such third party execute a confidentiality and nondisclosure agreement in the form and substance required by Skyward. Subscriber further agrees that Skyward will not be liable for any claim or action whatsoever or damages, regardless of type, resulting from the Subscriber or its Member Districts' failure to properly save or back up all data and information inputted by Subscriber or its Member Districts through the ODBC.

5.0 Security and Limited Warranty.

5.1 Server Security. Subscriber acknowledges that no security systems or procedures currently available are capable of providing complete protection from unauthorized individuals who may seek to gain access to Host's servers. Host shall use commercially reasonable efforts and processes to secure its servers from access by unauthorized individuals, test its servers for viruses at reasonable intervals and maintain back-up copies of all content. Accordingly, so long as Host uses the commercially reasonable efforts set forth above, Host shall not be liable for any damage to the Subscriber or its Member Districts arising from unauthorized access or the introduction of a bug or virus, unless caused by the negligence or willful misconduct of Host. Host shall maintain complete and accurate records of these security measures and produce such records to client for purposes of audit upon reasonable prior notice during normal business hours. Notwithstanding anything in this Agreement to the contrary, Host shall not be liable for any damage caused by Subscriber or its Member Districts or their respective employees or agents. Subscriber agrees that its (and its Member Districts') use of the Hosting Services will be in compliance with applicable law and will not otherwise violate the terms of any applicable license. Subscriber acknowledges that Skyward is not responsible for the security of Host's servers and will not be responsible to maintain any back-up copies of the content on Host's servers. Notwithstanding anything in this Agreement to the contrary, Skyward and Host shall not be liable for any damages to Subscriber or its Member Districts caused by

unauthorized individuals who gain access to the Host's servers, unless caused by the negligence or willful misconduct of Skyward or Host. Subscriber and its Member Districts assume all risk related to the processing of transactions related to electronic commerce.

5.2 Limited Warranty. Host warrants that the Hosting Services will be available 99.5% of the time during Operational Hours (as defined herein), except for service interruptions for routine maintenance and backups. For the purposes of this Agreement, "Operational Hours" are 7 days per week, 24 hours per day and 365 days per year. Regular maintenance and service activities are scheduled outside of Normal User Hours (as defined herein). For the purposes of this Agreement, the "Normal User Hours" are Monday through Friday from 7 A.M. to 5 P.M. central standard time excluding the following ISCorp observed holidays: New Years' Day, Martin Luther King, Jr. Birthday, President's Day, Good Friday, Memorial Day, Independence Day, Labor Day, Thanksgiving Day and Christmas Day. In the event there is an interruption in the Hosting Services during Normal User Hours, Host will respond in 30 minutes or less of being notified of such an interruption in the Hosting Services. Host will use its best efforts to respond to any interruptions in the Hosting Services outside of Normal User Hours. Except as specifically set forth in this Agreement, Host makes no warranties of any kind with respect to the Hosting Services or products provided under this Agreement. Except as specifically set forth in this Agreement, Host **DISCLAIMS ALL WARRANTIES, EXPRESS AND IMPLIED, INCLUDING THE WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE.**

5.3 Subscriber's Remedies. In any instance involving performance or nonperformance of the Hosting Services or products provided hereunder, Subscriber and its Member Districts' sole and exclusive remedy shall be: (a) in the case of Hosting Services, refund or credit, at Subscriber's election, of a pro rata portion of the price paid for such Hosting Services which were not provided, or (b) in the case of products, repair, replacement or return of the defective product to Host for refund, at the option of Host. A credit for an interruption in the Hosting Services during the Normal User Hours will be issued only for periods, calculated in 15 minute increments, in excess of the 99.5% scheduled available up-time within a calendar month. A credit for an interruption in the Hosting Services during the Operational Hours, but outside of the Normal User Hours, will be issued only for periods, calculated in one hour increments, in excess of the 99.5% scheduled available up-time within a calendar month. An interruption in the Hosting Services is deemed to have occurred only if the Hosting Services have stopped or been severely impacted that they are unusable by Subscriber or its Member Districts as a result of failure of Host facilities, equipment, or personnel used to provide the Hosting Services, and only where the interruption in the Hosting Services is not the result of: (i) negligence or other conduct of Subscriber or its Member Districts, or their employees or agents, including a failure or malfunction resulting from applications or services provided by Subscriber or its Member Districts; (ii) failure or malfunction of any equipment or services not provided by Host; (iii) circumstances beyond the control of Host; or (iv) interruption due to scheduled maintenance, alteration, or implementation, provided that such scheduled event is provided in writing and in advance to Subscriber or its Member Districts. All claims for a credit must be submitted to Host in writing within 60 days of the date of such interruption in the Hosting Services.

5.4 Limitation of Liability. The liability of Skyward and Host to Subscriber and its Member Districts for any claim whatsoever related to this Agreement, including any cause of action arising in contract, tort, or strict liability, shall not exceed the total amount of all payments made under this Agreement by Subscriber or the Member District to Host with respect to the Hosting Services during the 365 days preceding the cause of action. **IN NO EVENT WILL SKYWARD OR HOST BE LIABLE FOR ANY LOST REVENUE, PROFIT, OR DATA, OR FOR SPECIAL, INDIRECT, CONSEQUENTIAL, INCIDENTAL, OR PUNITIVE DAMAGES HOWEVER CAUSED AND REGARDLESS OF THE THEORY OF LIABILITY ARISING OUT OF THE USE OF OR INABILITY TO USE THE HOSTING SERVICES EVEN IF SKYWARD OR HOST HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.** Skyward and Host shall not be held liable for any claims or demands brought against Subscriber or its Member Districts by any other party unless Subscriber or its Member District has properly notified Skyward and Host as to such damages, claims, or demands, and Subscriber or its Member District has taken action to minimize such damages, claims, or demands.

6.0 Term and Termination. The term of this Agreement shall run concurrent with the term of the SaaS Agreement. In the event the SaaS Agreement is terminated for any reason, this Agreement shall automatically terminate as of the date of such termination without further notice. In addition to the foregoing, any party may terminate this Agreement in the event another party fails to perform any material obligation under this Agreement and such failure continues for a period of thirty (30) days following receipt of written notice of such failure. In the event of the termination of this Agreement for any reason, all of Subscriber and its Member Districts' rights and privileges under this Agreement, including but not limited to Subscriber and its Member Districts' rights to access and use the Hosting Services shall be immediately terminated.

7.0 Interpretation and Construction.

7.1 Entire Agreement. This Agreement shall be governed by the laws of the State of Wisconsin, without regard to any conflict of laws provisions or rules of construction concerning the draftsmanship hereof. This Agreement contains the entire understanding and full and complete agreement of the parties, and supersedes and replaces any prior understandings and agreements among the parties, with respect to the subject matter hereof. This Agreement may be altered, amended or modified only in writing, signed by both of the parties hereto. Headings included in this Agreement are for convenience only and are not intended to limit or expand the rights of the parties hereto. References to Sections herein shall mean sections of the text of this Agreement, unless otherwise indicated.

7.2 Assignment. No party may, voluntarily or involuntarily, assign or otherwise transfer this Agreement without the prior written consent of the other parties. Any attempted assignment or delegation without prior written consent will be null and void. Notwithstanding the foregoing, the transfer of all or substantially all of Skyward or Host's capital stock or assets to a third party through a sale, merger or other transaction or proceeding shall not be deemed an assignment under the terms and conditions of this Agreement. Subject to the foregoing, this Agreement shall inure to the benefit of and be binding on the parties and their respective successors, affiliates, legal representatives and permitted assigns

7.3 Severability. If any court of competent jurisdiction determines that any provision of this Agreement is invalid or unenforceable, such invalidity or unenforceability shall have no effect on the other provisions hereof, which shall remain valid, binding and enforceable and in full force and effect, and such invalid or unenforceable provision shall be construed in a manner so as to give the maximum valid and enforceable effect of the intent of the parties expressed herein.

7.4 Waiver. No waiver of a breach of any term of this Agreement will be effective unless in writing and duly executed by the waiving party. No such waiver will constitute a waiver of any subsequent breach of the same or any other term of this Agreement. No failure on the part of a party to exercise, and no delay in exercising, any of its rights hereunder will operate as a waiver thereof, nor will any single or partial exercise by a party of any right preclude any other exercise by a party of any right preclude any other or future exercise thereof or the exercise of any other right. No course of dealing between the parties will be deemed effective to modify, amend or discharge any part of this Agreement or the rights or obligations of any party hereunder.

7.5 Force Majeure. Except for the obligation to make payments, the parties will not be liable for any failure or delay in their performance under this Agreement due to any cause beyond its reasonable control, including but not limited to, acts of war, acts of God, acts of terrorism, earthquake, flood, embargo, riot, sabotage, labor shortage or dispute, governmental act, provided that the delayed part: (a) gives the other party prompt notice of such cause, and (b) uses commercially reasonable efforts to promptly correct such failure or delay in performance.

7.6 Notices. Any notice required or permitted to be given pursuant to this Agreement shall be valid only if in writing and shall be deemed to have been duly given (a) when personally delivered, (b) when transmitted by fax if confirmation of receipt is printed out on the sending fax machine, or (c) three business days after being mailed by certified mail, postage prepaid, addressed to the party receiving notice at the


address listed in the opening paragraph of this Agreement, unless that party otherwise notifies the parties in accordance with this Section of a change of address.

7.7 Survival. Any provisions of this Agreement, including but not limited to Section 3.0, 5.4, this Section 7.7, which by their very nature are intended to survive the termination or expiration of this Agreement will survive the termination or expiration of this Agreement and will inure to the benefit of and be binding upon the parties hereto.

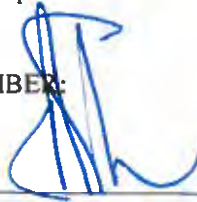
7.8 Counterparts and Signatures. The undersigned warrant and represent that they have the legal authority to execute and deliver this Agreement on behalf of the parties hereto. This Agreement may be executed in any number of counterparts, each of which when so executed will be deemed to be an original and all of which when taken together will constitute one Agreement. The parties agree that original signatures of a party transmitted by facsimile or in portable document format (pdf) or electronic signatures affixed to this Agreement shall be as valid as an original signature of such party to this Agreement. If this document is executed by electronic signature, both parties agree that their electronic signature is legally binding and shall have the same validity and meaning as a hand written signature and neither party will contest the validity of their respective electronic signature, or claim that it is not legally binding.

The undersigned, being duly authorized representatives of the parties to this Agreement, do hereby agree to the terms and conditions of this Agreement.

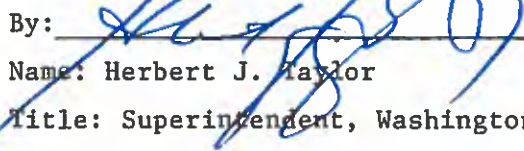
SKYWARD, INC.

By: 
 Name: Kevin B. McFerrin
 Title: Chief Business Development Officer
 Date: April 26, 2017

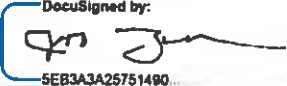
SUBSCRIBER:

By: 
 Name: John Selover
 Title: Executive Director
 Date: _____

SUBSCRIBER:

By: 
 Name: Herbert J. Taylor
 Title: Superintendent, Washington
 County School Board
 Date: _____

HOST:

By: 
 Name: Jeff Zillner
 Title: Senior VP Business Development
 Date: April 26, 2017



YOUR SCHOOL MANAGEMENT SYSTEM PROPOSAL

Chipley, FL

The following pricing for software and services is provided specifically for your district. If you would like information on a product or service not included below, please contact your Account Executive.

Software as a Service Pricing - 3 Year Contract

District Hosted by ISCorp

The Skyward School Business Suite Core Package Includes:

Finance, Employee Access, Employee Management, Flex Benefits, Payroll, Salary Negotiations, State Reporting, and Substitute Tracking

Additional Skyward modules include:

FastTrack, Inventory, and School Based Activity Accounting

Pricing Detail

PAEC - Panhandle Area Educational Consortium has received software and services pricing for its member districts on the separate software proposal. This proposal includes requirements to train PAEC support personnel on the Skyward software so that the PAEC staff will be able to train and provide Tier 1 support to their member districts.

The pricing below includes training for the following modules:

Finance, Employee Access, Employee Management, Flex Benefits, Payroll, Salary Negotiations, State Reporting, Substitute Tracking, FastTrack, Inventory, and School Based Activity Accounting

School Business Suite

	Full 12-Month Recurring Fee	Services	Annual License Fee	Total
School Business Suite Training - PAEC Support Staff				
On-Site Days (4)	\$ -	\$ 6,200.00	\$ -	\$ 6,200.00
Web Hours (40)	-	6,600.00	-	6,600.00
School Business Suite Training - District Training				
On-Site Days (12) - Group training at PAEC office	-	18,600.00	-	18,600.00
On-Site Days (14) - One (1) day per district	-	21,700.00	-	21,700.00
Web Hours (40) - Group web training	-	6,600.00	-	6,600.00
School Business Suite Training - District Configuration Setup				
Web Hours (42)	-	6,930.00	-	6,930.00
Subtotal <u>School Business Services</u> :	\$ -	\$ 66,630.00	\$ -	\$ 66,630.00
^{1,2} Total School Business Suite Solution:			\$	66,630.00

Pricing Footnotes

See Terms and Conditions for revised payment terms.

170712dtc

¹ This training plan has been designed based on training Panhandle Area Educational Consortium staff who will then train and provide Tier 1 support to their member districts.

² The standard Skyward training plan has been modified. Skyward reserves the right to require more training if PAEC staff do not pass the Professional Development Center tests. Should additional training be necessary it will be charged at the then-current rate.

170079dt



Training Footnotes

Skyward consultation and training is sold as a number of days and web hours identified on the proposal. The number of days and hours sold is an estimate of customer needs based on a combination of preliminary information gathered from the customer prior to the sale and Skyward's past training experience. It will be at the discretion of the Skyward and Customer Project Managers to use the days and web hours in a manner that best suits the customer. Any time spent by Skyward consultants for preparation, follow up, and the creation of training materials or other deliverables is also considered billable and will be deducted from this consulting time at the consulting rate. The customer can purchase additional consulting hours if more consulting time is needed/desired.

Skyward On-Site Training Policy. *A maximum of 10 people may attend each on-site day unless otherwise noted in this proposal. Should more people attend the training over the numbers stated, the customer will be charged an additional \$200 for each person.*

Web training *allows Skyward to remotely present, discuss, and review our product directly with you. This application utilizes the Internet and is conducted live between your staff (at their own workstation) and a Skyward service representative without the need for them to travel to your location. This provides you with a lower cost of training and/or implementation along with greater flexibility of your installation timeline.*

Finance setup day *included for verification of previously installed conversion data in preparation for live processing. This includes but is not limited to security setup, default parameter settings in the software, verification of printing capabilities, verification of conversion totals on financial reports (balance sheet, revenue and expense, payroll history totals, etc.), verification of code table setup, and random verification of data records in each module converted. Skyward will assist the customer in working through these items so that the customer can verify the accuracy of information before processing begins.*

Terms and Conditions

- See attached Terms and Conditions page for further information.
The Terms and Conditions page must be executed by an authorized District representative.
- The Sales Agreement will be sent to you for execution.
The Sales Agreement page must be executed by both Skyward and an authorized District representative to be valid.



TERMS AND CONDITIONS

All proposals are valid for 30 days from date of proposal.

This information is distributed exclusively by Skyward, Inc. It is to be used by the PAEC - Panhandle Area Educational Consortium administrative staff only. Any copying or distributing of the proposal, or any part of the proposal, to sources outside the PAEC - Panhandle Area Educational Consortium is prohibited without written consent, which shall not unreasonably be withheld, of Skyward, Inc.

Software

Classroom Training: Skyward classroom training shown in this proposal is calculated on the basis that up to 4 people may attend each class (with initial software purchase). Classroom training is to be provided at the PAEC Office. Skyward reserves the right to cancel due to low enrollment. Additional training may be purchased at the then-current price per person, per class day. 170700dlc

On-site Training: On-site training is based on the school district having training facilities available. Additional on-site training may be purchased at the then-current rate. Up to 10 people, per instructor, may attend the on-site training. One day of training consists of 6 hours on-site.

Skyward on-site training policy: A maximum of 10 people may attend each on-site day unless otherwise noted in the training grid. Should more people attend the training over the numbers stated, the school district will be charged an additional \$200 for each person.

Cancellation of Training Days: The customer must cancel 24 hours in advance of scheduled training. If the training is not cancelled according to this policy, the district will be billed for the scheduled classroom or on-site training.

Expiration of Training Days: The customer may utilize Classroom and On-Site training days, included with the purchase of Skyward software, for a period of up to twelve (12) months. The twelve-month period will commence upon implementation of each respective software module. Training days not utilized within the twelve-month period will expire and are non-refundable.

Skyward software systems will be installed by Customer Service Representatives. Schools running on an existing network installed by any other than Skyward must have their technical support person at the site to provide any assistance during the software loading. If no one is available, Skyward will bill the district at the then current rate.

Skyward PaC software only supports printers with drivers certified for the Windows Operating System. Skyward Web Based products like EA+ and Employee Access support print drivers that are certified for the Windows or Mac Operating System. Pre-printed forms for report cards can only be printed using supported laser printers.

Third Party Software and Hardware

Third party software and hardware proposals are for informational purposes only. Third party software and hardware prices should be verified by Customer prior to ordering software and hardware.

This proposal is being presented without a Technology Analysis from our Networking Engineers. Data gathered for this proposal was provided by your school district to Skyward. Any additional required services or hardware will be billed at our normal rates. To ensure accuracy we recommend a Skyward Technology Analysis be initiated prior to ordering.

In the event Skyward provides any third party software and/or hardware as part of this Agreement (i.e. Skyward procures, assembles, delivers and/or installs such software and hardware, or provides training), Customer agrees that it shall benefit by and be bound by any and all warranties, warranty limitations, license agreements, and any other rights and obligations provided by the third party software and/or hardware supplier to the purchasers and users of its products, whether provided in written or electronic format. Skyward will provide additional information on the manufacturers coverage and options upon request.

Skyward does not provide any warranties for third party software and hardware.

Payment Terms:

Professional Services

Installation and Training Services – Billed for all training and installation services upon installation of any Skyward programs onto Customer's system, 100% due 7/1/2017 170712dlc

Customer agrees to the terms and conditions listed above and set forth in the Proposal(s).

Customer Signature

Printed Name

Date

John Selover

Date

Panhandle Area Educational Consortium

Executive Director

Herbert J. Taylor

Date

Washington County School Board

Superintendent

FRANKLIN COUNTY SCHOOL DISTRICT

SALARY SCHEDULE

FYE 06/30/18

POSITION SALARIES FUNDED BY FEDERAL GRANTS					
GRANT TITLE - 21ST CENTURY COMMUNITY LEARNING CENTERS (21ST CCLC)	"NEST" POSITION		SALARY RANGE	FRINGE BENEFITS	
	PROJECT COORDINATOR	PT 02	\$2,000 - 3,800/MONTH	FICA/MED	7.65%
				GROUP INS.	\$6,342
				FRS	
	LEAD TEACHER/CERTIFIED TEACHER/SITE DIRECTORS	PT 18	\$17-25/HOUR	FICA/MED	7.65%
	PARENT LIASON	PT 18	\$10-14/HOUR	FICA/MED	7.65%
	ENRICHMENT LEADER	PT 18	\$12-18/HOUR	FICA/MED	7.65%
	MUSIC INSTRUCTOR	PT 18	\$17-21/HOUR	FICA/MED	7.65%
	CUSTODIAN	PT 18	\$10-12/HOUR	FICA/MED	7.65%

MISCELLANEOUS PAY
<p>MINIMUM WAGE TEMPORARY EMPLOYEES - Minimum wage is paid at the prevailing rate established by the Federal Government, or the State of Florida, whichever is greater.</p> <p>RETIREMENT AND SOCIAL SECURITY BENEFITS - Retirement benefits are paid for temporary employees who work for more than 6 consecutive months. Social Security and Medicare benefits are paid for all employees regardless of length of service.</p> <p>HOSPITALIZATION, MEDICAL*, DENTAL, AND LIFE INSURANCE BENEFITS - Benefits are not applicable to miscellaneous pay types. *The Affordable Care Act may allow participation in Medical Benefits.</p> <p>SECURITY GUARD (NCN00) - To be paid at a rate established by the School Board.</p>

NEW HIRE INSTRUCTIONAL STAFF ARE PLACED ON THIS SCHEDULE

2017/18
Group Benefits \$6,342

	BACHELOR	MASTER	SPECIALIST	DOCTORATE
PAY TYPE	20,21,22	20,21,22	20,21,22	20,21,22
MONTHS	10	10	10	10
DAYS	196	196	196	196
HOURS/DAY	7.5	7.5	7.5	7.5

Place	IBB	IMB*	Supplement Code	ISB*	Supplement Code	IDB*	Supplement Code
0	34,438	2,700	SUGMA	3,900	SUGSA	5,200	SUGDA
1	34,438	2,700	SUGMA	3,900	SUGSA	5,200	SUGDA
2	34,438	2,700	SUGMA	3,900	SUGSA	5,200	SUGDA
3	34,438	2,700	SUGMA	3,900	SUGSA	5,200	SUGDA
4	34,745	2,700	SUGMA	3,900	SUGSA	5,200	SUGDA
5	35,345	2,700	SUGMA	3,900	SUGSA	5,200	SUGDA
6	35,945	2,700	SUGMA	3,900	SUGSA	5,200	SUGDA
7	36,200	2,700	SUGMA	3,900	SUGSA	5,200	SUGDA
8	36,335	2,700	SUGMA	3,900	SUGSA	5,200	SUGDA
9	36,994	2,700	SUGMA	3,900	SUGSA	5,200	SUGDA
10	39,045	2,700	SUGMA	3,900	SUGSA	5,200	SUGDA
11	40,444	2,700	SUGMA	3,900	SUGSA	5,200	SUGDA
12	40,964	2,700	SUGMA	3,900	SUGSA	5,200	SUGDA
13	41,464	2,700	SUGMA	3,900	SUGSA	5,200	SUGDA
14	41,964	2,700	SUGMA	3,900	SUGSA	5,200	SUGDA
15	42,464	2,700	SUGMA	3,900	SUGSA	5,200	SUGDA
16	42,738	2,700	SUGMA	3,900	SUGSA	5,200	SUGDA
17	45,398	2,700	SUGMA	3,900	SUGSA	5,200	SUGDA
18	46,167	2,700	SUGMA	3,900	SUGSA	5,200	SUGDA
19	47,607	2,700	SUGMA	3,900	SUGSA	5,200	SUGDA
20	48,614	2,700	SUGMA	3,900	SUGSA	5,200	SUGDA
21	49,114	2,700	SUGMA	3,900	SUGSA	5,200	SUGDA
22	49,456	2,700	SUGMA	3,900	SUGSA	5,200	SUGDA
23	50,262	2,700	SUGMA	3,900	SUGSA	5,200	SUGDA
24	52,998	2,700	SUGMA	3,900	SUGSA	5,200	SUGDA

*Incremental amounts of each degree level to be added to bachelor base amounts as of the 2013-14 year.

Experienced Teachers newly hired to the district shall have initial placement on the salary schedule in a salary slot not greater than a Franklin County Teacher with the same years of experience as reflected in this salary schedule.

CERTIFIED TEACHER TUTORING AND SUMMER POSITIONS - Paid according to Instructional Hourly Rate of Pay, including advanced degrees.

NON-CERTIFIED TEACHER POSITION - Base Rate of \$11.83 per hour (NCI00)

SUBSTITUTE TEACHER PAY (PAY TYPE 23):

		PER HOUR	PER 7.5 HOUR DAY
STA00	High School	\$8.67	\$65.02
STA02	AA Degree, or equivalent is a degree or successful completion of not less than 60 credit hours.	\$9.26	\$69.47
STA04	BA or MA Degree	\$9.85	\$73.91
STA05	BA/MA with Certification, or BA/MA with FDOE statement of eligibility	\$10.45	\$78.35

SCHOOL HEALTH AIDE (PAY TYPE 23) - Paid according to the Substitute Teacher Pay Hourly Rate. (per hour according to student attendance)

NON-INSTRUCTIONAL SALARY SCHEDULE

2017/18

Group Benefits \$6,717

	Mechanic/ Maintenance	Regular Bus Driver	12 Month Secretary	Custodian	Attendance Officer/ 10 Month Secretary	Food Service Manager	Food Service Asst. Manager	Food Service Worker	School Paraprofessional			
									Base	1 Yr College	NCLB (1)	Lead Pre-K
PAY TYPE	65	45, 57	11	7	14	35	36	37	25, 29	25, 29	25, 29	25, 29
MONTHS	12	10	12	12	10	10	10	10	10	10	10	10
DAYS	260	185	260	260	205	189	187	187	195	195	195	195
HOURS/DAY	8	4	7.5	8	7.5	8	7	6.5	7	7	7	7
Place	NMT00	NBD00	NST00	NCU00	NSC00	NFT00	NFA00	NFS00	NAD00	NAA00	NAB00	NAC00
0	34,577	12,670	25,299	22,895	20,232	23,180	17,580	14,788	16,744	17,247	17,824	28,225
1	34,734	12,777	25,492	23,069	20,392	23,407	17,750	14,905	16,878	17,386	17,961	28,491
2	34,910	12,897	25,712	23,263	20,576	23,636	17,922	15,038	17,027	17,541	18,118	28,760
3	35,099	13,027	25,939	23,467	20,764	23,867	18,096	15,176	17,180	17,701	18,277	29,032
4	35,291	13,160	26,174	23,676	20,958	24,101	18,271	15,313	17,340	17,864	18,439	29,307
5	35,483	13,292	26,412	23,887	21,155	24,337	18,448	15,455	17,499	18,027	18,604	29,584
6	35,676	13,487	26,652	24,100	21,353	24,575	18,627	15,597	17,663	18,197	18,772	29,864
7	35,872	13,684	26,892	24,316	21,553	24,816	18,807	15,741	17,827	18,365	18,941	30,146
8	36,070	13,882	27,136	24,535	21,752	25,059	18,990	15,887	17,993	18,536	19,112	30,432
9	36,268	14,082	27,383	24,754	21,945	25,305	19,174	16,035	18,158	18,708	19,284	30,721
10	36,465	14,281	27,633	24,977	22,143	25,553	19,360	16,183	18,329	18,883	19,459	31,012
11	36,664	14,479	27,885	25,202	22,342	25,803	19,548	16,332	18,499	19,059	19,634	31,306
12	36,866	14,678	28,139	25,428	22,542	26,056	19,738	16,483	18,671	19,237	19,814	31,603
13	37,071	14,816	28,396	25,656	22,744	26,312	19,930	16,638	18,846	19,417	19,992	31,903
14	37,271	14,949	28,655	25,889	22,948	26,570	20,123	16,791	19,021	19,598	20,175	32,207
15	37,477	15,082	28,917	26,122	23,155	26,831	20,319	16,948	19,198	19,781	20,357	32,513
16	37,683	15,215	29,181	26,359	23,364	27,094	20,517	17,106	19,379	19,967	20,544	32,822
17	37,890	15,348	29,448	26,596	23,575	27,360	20,716	17,265	19,559	20,152	20,727	33,134
18	38,099	15,480	29,716	26,837	23,788	27,629	20,918	17,426	19,742	20,342	20,918	33,450
19	38,304	15,612	29,990	27,080	24,002	27,900	21,121	17,588	19,928	20,533	21,109	33,769
20	38,517	15,744	30,267	27,326	24,219	28,174	21,327	17,751	20,114	20,726	21,301	34,090
21	38,729	15,877	30,544	27,574	24,440	28,451	21,534	17,918	20,303	20,920	21,496	34,415
22	38,947	16,011	30,825	27,824	24,661	28,730	21,744	18,085	20,497	21,118	21,688	34,744
23	39,159	16,143	31,107	28,077	24,884	29,012	21,956	18,253	20,685	21,313	21,876	35,075
24	39,375	16,275	31,394	28,333	25,110	29,298	22,170	18,424	20,878	21,513	22,066	35,410
25*	39,590	16,309	31,684	28,592	25,338	29,586	22,386	18,596	21,074	21,710	22,259	35,747
26*	39,590	16,407	31,975	28,853	25,568	29,876	22,604	18,771	21,273	21,906	22,454	36,088

Daily Sub

Hourly Sub 13.46 14.98 12.97 11.01 13.16 12.17 8.59

Sub Type SMT00 SBD00 NOP01 SCU00 SSE00 SSF00 SAI00

Athletic Trips NBT01 17.53

Extra Trips Regular Hourly Rate

Hourly Rate, non-driving time, extended trips: Current Minimum Wage (NBT00)

*Year 25 and 26+ do not constitute additional steps. These rows show salaries of employees with years of service over 24.

**Non-driving time is defined as any duty performed during normal work hours, or when presence is required at any activity directly related to the purpose of the trip, regardless of the hour. "Free" time during and after normal work hours will not be compensated.

(1) NCLB designation for paraprofessional classification indicates Title I educational requirements have been met.

Qualifications are Associates Degree or passing score on Paraprofessional exam. \$500 increase over NAA00 slot.

DISTRICT SALARY SCHEDULE

Group Benefits Contributions \$6,342 for 2017/18

	Specialist I	Specialist II	Accountant	Superintendent's Administrative	Certification Specialist/ Instructional Services	Director	Coordinator	School Principal	School Assistant Principal
PAY TYPE	3	3	15	3	3	2	3	2	5
MONTHS	12	12	12	12	12	12	12	12	12
DAYS	260	260	260	260	260	260	260	260	260
HOURS/DAY	7.25	7.25	8	7.25	7.25	8	8	8	8
Place	COI00	CII00	SAO00	CIO00	COO00	A0500	ICC00	A0900	AO900
0	25,525	27,347	35,181	29,982	29,407	67,187	60,110	75,000	65,892
1	25,936	27,792	35,721	30,427	29,851	67,701	60,311	76,000	66,396
2	26,405	28,295	36,335	30,930	30,354	68,253	60,537	77,000	66,937
3	26,902	28,831	36,988	31,466	30,892	68,839	60,779	78,000	67,512
4	27,411	29,379	37,653	32,014	31,439	69,421	61,026	79,000	68,083
5	27,919	29,925	38,320	32,560	31,985	70,003	61,272	80,000	68,653
6	28,432	30,471	38,983	33,106	32,531	70,584	61,520	81,000	69,223
7	28,940	31,015	39,646	33,650	33,075	71,166	61,771	82,000	69,794
8	29,449	31,561	40,311	34,196	33,621	71,747	62,025	83,000	70,364
9	29,958	32,110	40,980	34,745	34,169	72,328	62,279	84,000	70,933
10	30,468	32,655	41,643	35,290	34,715	72,910	62,533	85,000	71,504
11	30,977	33,200	42,308	36,021	35,260	73,492	62,788	85,250	72,074
12	31,488	33,746	42,974	36,381	35,806	74,073	63,047	85,500	72,645
13	31,998	34,291	43,636	36,926	36,351	74,656	63,310	85,750	73,216
14	32,507	34,840	44,305	37,475	36,901	75,236	63,566	86,000	73,785
15	33,019	35,385	44,967	38,020	37,445	75,816	63,831	86,500	74,354
16	33,529	35,929	45,629	38,564	37,989	76,399	64,095	86,750	74,925
17	34,036	36,475	46,296	39,110	38,535	76,979	64,361	87,000	75,494
18	34,545	37,022	46,960	39,657	39,081	77,562	64,629	87,250	76,066
19	35,056	37,570	47,629	40,205	39,630	78,142	64,892	87,500	76,635
20	35,565	38,116	48,293	40,751	40,176	78,724	65,166	88,000	77,205
21	36,074	38,659	48,954	41,294	40,719	79,306	65,438	88,250	77,776
22	36,583	39,208	49,624	41,843	41,269	79,888	65,717	88,500	78,346
23	37,093	39,752	50,286	42,387	41,812	80,469	65,989	88,750	78,917
24	37,604	40,299	50,951	42,934	42,359	81,050	66,267	89,000	79,486
25	38,111	40,847	51,618	43,482	42,907	81,631	66,543	89,500	80,056
26	38,622	41,939	52,283	44,574	43,999	82,214	67,004	90,250	80,627

Note: Employees will be hired as Specialist I at the appropriate salary step based on relevant experience. After probationary six month period is met the supervisor may recommend for promotion to Specialist II according to satisfactory or better performance evaluation.

* Yr 26 does not constitute an additional step. This row shows salaries of employees with years of experience beyond 25.

District Administrative Supplements:

		Total
Superintendent/ Travel	SUB15	643
Superintendent/ FADSS*	SUB16	2,000

* FADSS supplement is set by the State of Florida - not subject to district salary increase.

SCHOOL BOARD MEMBERS:

Paid according to Florida Statutes (minus board voluntary salary reduction)

SCHOOL BOARD ATTORNEY:

Attorney services are provided by Sanders and Duncan, P.A. according to the oral contract negotiated annually at the Organizational Meeting.

Current rate of pay: \$125 per hour for Attorney Barbara Sanders, \$95 per hour for Attorney Donna Duncan.

SUPERINTENDENT:

Paid according to Florida Statutes (minus Supt. voluntary salary reduction)

FRANKLIN COUNTY SCHOOL DISTRICT
DIFFERENTIATED PAY PLAN
FYE 6/30/18

In accordance with Florida Statute 1012.22 (1) (c) (4), the Franklin County School Board adopts the following supplements and pay plan for differentiated pay for instructional personnel, non-instructional personnel, and school-based administrators. The differentiated pay is based on district-determined factors, including, but not limited to, additional responsibilities, school demographics, critical shortage areas, and level of job performance difficulties.

INSTRUCTIONAL AND SCHOOL BASED ADMINISTRATIVE EMPLOYEES
--

A. Additional Responsibilities – Each School Principal will determine the staff needed to perform additional responsibilities and will provide the list to the Superintendent’s office.

B. School Demographics – Instructional staff working at a school where 90% of the students qualify for free lunches will receive a supplement of \$75. The free rate for each school will be determined on date certain during FTE Survey 3 by the Food Service Coordinator and will be based on the percentage of students who qualify via direct certification and/or completed free/reduced lunch applications. This rate does not include the status of the school based on community eligibility, but the specific number of students who would qualify for free lunch outside the community eligibility calculations. The multiplier rate of 1.6, from the Florida Department of Agriculture and Consumer Services, is used as a guaranteed rate for years 2014/15 – 2017/18. Instructional staff who has worked at the school 196 days during the school year will receive the supplement by June 30 of that year.

C. Critical Shortage Areas (SU251) – A \$2,000 supplement shall be paid to each Instructional employee working in a critical shortage area as designated by the Franklin County School Board upon recommendation of the Superintendent. Local critical shortage areas are defined as (2) consecutive job postings with no applicants. The job postings will be monitored by the Human Resource Department and findings reported to the Superintendent.

D. Level of Job Performance Difficulties – Principals and Assistant Principals’ salary is differentiated based on student enrollment, grade level of students, and number of extracurricular activities.

INSTRUCTIONAL EMPLOYEE ADVANCED DEGREES
--

The bachelor's schedule shall serve as the base pay scale for instructional staff. The incremental amounts below shall be added to the bachelor's schedule for each of the advanced degrees shown:

A)	Masters’ Degree	<u>SUY22</u>	\$2,700
B)	Specialist’s Degree	<u>SUY23</u>	\$3,900
C)	Doctorate’s Degree	<u>SUY24</u>	\$5,200

SCHOOL BASED ADMINISTRATORS ADDITIONAL RESPONSIBILITIES
--

A)	School-based Deans (3)		
	i.	With all required certifications met	<u>SUB20</u> \$2,000
	ii	With all required certifications not met	<u>SUB21</u> \$1,000

FRANKLIN COUNTY SCHOOL DISTRICT
DIFFERENTIATED PAY PLAN
FYE 6/30/18

INSTRUCTIONAL ADDITIONAL RESPONSIBILITIES
--

A)	Guidance		
	i. K-7 th Grade	<u>SUB25</u>	\$800
	ii. 8 th – 12 th Grade	<u>SUB26</u>	\$1,500
B)	Mentor/Peer Teacher		
	For satisfactorily serving as a peer teacher.		
	Requires approval and documentation of required mentoring hours.		
	i. Semester (for experienced teachers new to Franklin County)	<u>SUB29</u>	\$400
	ii. Full year (for inexperienced teachers)	<u>SUB30</u>	\$800
C)	Reading Supplement	<u>SUB31</u>	\$500
	A one-time supplement for any teacher who attains the Reading Endorsement or certification in reading.		
D)	Focus Trainers (3)	<u>SUB32</u>	\$300
E)	Instructional Stipends (per day)		\$110
F)	Tutoring -- Base salary hourly rate plus Advanced degree hourly rate		
G)	ESE Staffing Specialist	<u>SUB46</u>	\$2,000
H)	Math Coach	<u>SUB48</u>	\$2,000

GIFTED INSTRUCTIONAL ACTIVITY

A)	Brain Bowl / Odyssey of the Mind		
	a. HS – Brain Bowl	<u>SUB34</u>	\$1,500
	b. MS – Odyssey of the Mind	<u>SUB50</u>	\$1,500

NON-INSTRUCTIONAL EMPLOYEES ADDITIONAL RESPONSIBILITIES
--

A)	CDA (if required for position)	<u>SUB70</u>	\$525
B)	Lead CDA	<u>SUB71</u>	\$4,100
	Any paraprofessional that performs as a full-time classroom teacher		
C)	Support Staff Involving Parent Success Awards	<u>SUB75</u>	\$250
D)	TEACH Early Childhood Scholarship Program Bonus	<u>SUB76</u>	\$500
	(One-time bonus of \$500 to employees who complete the TEACH Early Childhood Scholarship program toward Associate or Bachelor Degree in Early Childhood. TEACH is a scholarship program to assist Early Childhood employees who are working toward a degree in Early Childhood. In order for the District to participate, a bonus must be provided to an employee who completes the program.)		

FRANKLIN COUNTY SCHOOL DISTRICT
DIFFERENTIATED PAY PLAN
FYE 6/30/18

ADDITIONAL RESPONSIBILITIES

1) SECONDARY SUPPLEMENTS

(1) Band (MS/HS)	<u>SUB33</u>	\$3,626
(Evidentiary documentation must be submitted for 25 completed events)		

(2) Class Sponsor

a. Senior Class (2)	<u>SUB36</u>	\$3,000
b. Junior Class (2)	<u>SUB35</u>	\$3,000
c. Sophomore (2)	<u>SUB37</u>	\$1,000
d. Freshman (2)	<u>SUB38</u>	\$1,000

Class sponsor supplements are to be split equally between two sponsors. In the event there is only one sponsor that individual receives the entire supplement.

(3) Flag Corps	<u>SUB55</u>	\$ 500
----------------	--------------	--------

(4) Student Government

a. Elementary	<u>SUB40</u>	\$ 300
b. High School	<u>SUB42</u>	\$1,200

(Evidentiary documentation must be submitted)

(5) Teachers Involving Parents Success Awards	<u>SUB43</u>	\$500
---	--------------	-------

(6) Yearbook (PreK-12)	<u>SUB44</u>	\$2,000
------------------------	--------------	---------

(7) Culinary	<u>SUB47</u>	\$500
--------------	--------------	-------

(8) Beta Club	<u>SUB49</u>	\$750
---------------	--------------	-------

(9) National Honor Society	<u>SUB52</u>	\$750
----------------------------	--------------	-------

2) Athletics

(1) Athletic Director	<u>SUA20</u>	\$4,614
-----------------------	--------------	---------

(2) Athletic Event Support Staff Ticket Collectors/Clock Operators	<u>SUA21</u>	\$25 per event
---	--------------	-------------------

(3) Football Coaches

a. High School Head	<u>SUA33</u>	\$4,614
b. High School Assistant (4)	<u>SUA34</u>	\$2,307.20
c. Head Middle/Varsity Assistant	<u>SUA31</u>	\$2,307.20

(4) Volleyball Coaches

a. High School Head	<u>SUA50</u>	\$3,955.20
b. High School Asst./JV Head	<u>SUA51</u>	\$1,977.60

FRANKLIN COUNTY SCHOOL DISTRICT
DIFFERENTIATED PAY PLAN
FYE 6/30/18

c.	HS/JV/MS Assistant	<u>SUA51</u>	\$1,977.60
d.	Middle School Head	<u>SUA48</u>	\$1,977.60
(5)	Soccer Coaches		
a.	High School Head Boys	<u>SUA37</u>	\$3,955.20
b.	High School Head Girls	<u>SUA37</u>	\$3,955.20
c.	High School Assistant Boys	<u>SUA38</u>	\$1,977.60
d.	High School Assistant Girls	<u>SUA38</u>	\$1,977.60
(6)	Basketball Coaches		
a.	Varsity Head Boys	<u>SUAA3</u>	\$3,955.20
b.	Varsity Head Girls	<u>SUAA3</u>	\$3,955.20
c.	Varsity Boys Asst/JV Head	<u>SUAA2</u>	\$1,977.60
d.	Varsity Girls Asst/JV Head	<u>SUAA2</u>	\$1,977.60
e.	Varsity Asst./MS Head Boys	<u>SUA01</u>	\$1,977.60
f.	Varsity Asst./MS Head Girls	<u>SUA01</u>	\$1,977.60
g.	Statistician (2)	<u>SUA43</u>	\$ 998.70
(7)	Baseball Coaches		
a.	High School Head	<u>SUA24</u>	\$3,955.20
b.	High School Assistant/JV Head	<u>SUA25</u>	\$1,977.60
c.	High School Assistant/MS Head	<u>SUA22</u>	\$1,977.60
d.	High School Assistant	<u>SUA25</u>	\$1,977.60
(8)	Girls Golf Head Coach	<u>SUA54</u>	\$2,307.20
	Boys Golf Head Coach	<u>SUA59</u>	\$2,307.20
(9)	Softball Coaches		
a.	High School Head	<u>SUA41</u>	\$3,955.20
b.	High School Assistant/JV Head	<u>SUA42</u>	\$1,977.60
c.	High School Assistant/MS Head	<u>SUA22</u>	\$1,977.60
d.	High School Assistant	<u>SUA42</u>	\$1,977.60
(10)	Track & Field Coaches		
a.	High / MS School Co-ed Head	<u>SUA47</u>	\$2,307.20
b.	High / MS School Co-ed Assistant	<u>SUA58</u>	\$1,318.40
(11)	Weightlifting Coaches		
a.	High School / MS Head Boys	<u>SUA46</u>	\$2,307.20
b.	High School / MS Head Girls	<u>SUA46</u>	\$2,307.20
(12)	Cross Country Coaches		
a.	High / MS School Co-ed Head	<u>SUA57</u>	\$2,307.20
b.	High / MS School Co-ed Assistant	<u>SUA56</u>	\$1,318.40

FRANKLIN COUNTY SCHOOL DISTRICT
DIFFERENTIATED PAY PLAN
FYE 6/30/18

(13)	Cheer Coaches		
a.	Varsity	<u>SUA28</u>	\$1,978
b.	Middle School/JV Head	<u>SUA26</u>	\$989

3) LENGTH OF CONTRACT

- A) Athletic supplements payment plan shall adhere to the following: Beginning with the 2014-15 school year, unless otherwise provided herein, all supplements shall be paid out over the entire season and divided equally among the total number of checks during the season. Exception: Head and Assistant football coach supplements will be paid out in 8 payments - 6 during the fall season, and 2 during spring practice season. This ensures that if a coach leaves after the fall season, sufficient funds will remain to cover supplements during spring practice.
- B) In the event that a sponsor or coach fails to complete the entire season or assignment, the District will pay a prorated portion of the supplement to the employee. Supplements may be shared or split by mutual agreement of the principal and coaches or sponsors.
- C) Coaches and/or sponsors shall, in recognition of achievement, be given an increase in the amount of differentiated pay for participation in competition beyond regularly-scheduled events and beyond district-level competition, if the duration of the supplement is extended. Such increases shall be 10% of the base supplements for each level of advanced participation, except where advancement is on a basis other than total team advancement a 5% increase shall be earned if less than 50% of eligible categories advance.

ADDITIONAL SUPPLEMENTS

- A) Health Insurance Waiver SUG06 \$2,500
Full-Time active employee supplement to eligible employees whom have proof of other qualifying health coverage may opt out of the school board's group health plan and receive \$2,500.00 annually in 24 semi-monthly payments on a pro-rata basis for the period of waived coverage.

School Demographics Example:

March 2015 – Survey 3

School	# of DC students	Enrollment	DC% of Enrollment	Multiplier	Total School %
FCS (0091)	700	989	70.78%	1.6	113.6%

So, all Instructional staff whom worked 196 days would receive a \$75 supplement



Franklin County District Schools

85 School Rd., Suite 1
Eastpoint, FL 32328

Superintendent Traci Moses
tmoses@franklin.k12.fl.us
(850)670-2810 ex. 4111

Memorandum

To: Traci Moses, Superintendent (9)
From: Shannon Venable, Director of Financial Services
Subject: Establish Forestry Scholarship Interest Rate

One Forestry Scholarship was awarded this year. The award is in the form of an interest bearing loan with a fixed rate throughout the life of the loan. The interest rate shall be set by the FCSB and may be based on the interest rate set for federal and private student loans each year. The applicant will earn complete loan forgiveness of two (2) years for each one (1) year of service with the FFS within Franklin County.

My recommendation is a 2.75% interest rate.

Student loan interest rates for 2017-18 range from 3.76% to 6.31% for federal loans and 2.751% - 12.99% for private loans.

If meeting your approval, please forward to the school board for action.

DISTRICT 1
GEORGE THOMPSON

DISTRICT 2
PAM MARSHALL

DISTRICT 3
TERESA ANN MARTIN

DISTRICT 4
STACY KIRVIN

DISTRICT 5
CARL WHALEY

The Franklin County School District does not discriminate on the basis of race, color, national origin, gender, age, disability, pregnancy or marital status in its educational programs, services or activities, or in its hiring or employment practices. The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boy Scouts of America Equal Access Act. Questions, complaints or request for additional information regarding discrimination or harassment may be sent to: Karen Peddie, Director of Human Resources, 85 School Road, Eastpoint, Florida 32328 850-670-2810 X 4101, kpddie@franklin.k12.fl.us



MEMO

To: Dr. Lois Mendez Catlin
Franklin County Take Stock in Children
1581 West Highway 98
Carrabelle, FL 32322

From: John Locke, Comptroller

Cc: Marcia Poston, Regional Director

Date: June 12, 2017

Re: Legislative Funding Allocation for July 1, 2017 through June 30, 2018

Take Stock in Children has been awarded \$6,125,000 in recurring funding by the Florida Legislature for the period of July 1, 2017 through June 30, 2018 to support our program services.

The Funding for Franklin County's Take Stock in Children program is:

Base funding: \$7,425 (Average of 9 students served)

1-25 students: \$825 each	26-50 students: \$750 each
51-75 students: \$700 each	76-100 students: \$600 each
101-200 students: \$450 each	201 & over students: \$200 each

College Readiness: \$1,100 (Calculated on a per student basis: 9th – 12th grades)

Total 2017-2018 Funding: \$8,525

UPDATES AND CHANGES: The positions fundable through the grant are listed below, with their responsibilities and allowable time allocations. These job titles and responsibilities are required to be used to ensure alignment with the Florida Department of Education's Administrative Cost limit. These changes, required an update to our budget process. To complete the 2017-2018 allowable budget on time, we will be scheduling an individual call with you and your team this week to provide full training and support on the new policy. The attached Affiliate **Budget** workbook and the **In-Kind** workbook must be completed and submitted to the State Office Finance Department **by noon on Thursday, June 22, 2017**, via email (John Locke at jlocke@tsic.org). Once your budget is **approved** by the State Office an **Award Letter** will be issued and mailed to your office.

Summary of Updates and Changes

Funded Direct Student Service Staffing for July 1, 2017 through June 30, 2018

Take Stock in Children has been awarded \$6,125,000 in recurring funding by the Florida Legislature for the period of July 1, 2017 through June 30, 2018 to support our students and their mentors. To comply with the new Florida Department of Education's Administrative Cost limitation of 5%, the following positions will be eligible for funding by each Lead Agency funded through the Take Stock in Children Program:

- **Student Service Specialist** (100% direct service): Responsible for providing direct student services by: recruiting, screening, and selecting students to participate in the TSIC program; developing and organizing trainings for staff, students, and mentors; planning annual programming for College Success Coaches and Mentor Coordinators; and reporting Key Performance Indicators (KPIs) including key student data.
- **Mentor Coordinator** (100% direct service): Responsible for direct mentor services by: recruiting, screening, training, and retaining volunteer mentors for students as well as monitoring and collecting mentor session data.
- **College Success Coach** (100% direct service): Responsible for providing direct services to students on college and career readiness by: planning and executing college readiness workshops; supporting the development of study skills; monitoring course and class selection, grades, attendance and performance; supporting the advancement of student GPAs, supporting preparation for taking SAT/ACT and completing college applications and FASFAs.
- **Database Specialist** (100% direct service): Responsible for grant required data by entering, quality checking, and maintaining data on students, mentors, college success workshop attendance, GPA, school attendance, and other required data.
- **Executive Director** (up to 40% max of direct service): Responsible for providing direct services by: establishing and maintaining school district partnerships, including relationships with school staff and administration; establishing and maintaining mentor relationships and partnerships; educating school district personnel, parents, and community members about TSIC and the availability of scholarships.

Take Stock in Children										
Affiliate Budget - fiscal year 2017 - 2018 (07/01/2017 - 06/30/2018)										
				Organization:		TSIChawks Mentoring & Scholarship				
				County:		Franklin				
						Legislative Funding Allocation			Non-Legislative Funding / Unrestricted	
		TSIC Position	Employee Name	Annual Salary	Annual Benefits	% of Time Claimed on Grant	Salaries Claimed	Benefits Claimed	Total Salary & Benefits Claimed on Grant	Total
	1	Student Service Specialist:	Dr. Lois Mendez Catlin	3,972.50		100%	\$3,972.50		\$3,972.50	
	2	College Success Coach:	Ms. Jessica Dempsey	1,550.00		100%	\$1,550.00		\$1,550.00	
	3	Mentor Coordinator:	Ms. Jami Duhart	1,250.00		100%	\$1,250.00		\$1,250.00	
	4	Database Specialist:	Ms. Melissa West	900.00		100%	\$900.00		\$900.00	
	5	Executive Director: max 40%							\$0.00	
	6	Contracted Services-Student Service Specialist							\$0.00	
	7	Contracted Services-College Success Coach							\$0.00	
	8	Contracted Services-Mentor Coordinator							\$0.00	
	9	Contracted Services-Database Specialist							\$0.00	
	10	Contracted Services-Executive Director: max 40%							\$0.00	
	11								\$0.00	
	12								\$0.00	
	13								\$0.00	
	14								\$0.00	
Total Direct Student Service Staffing				\$7,672.50	\$0.00		\$7,672.50	\$0.00	\$7,672.50	\$0.00
	Direct Operational Expenses:								Legislative	Non-Legislative Funding / Unrestricted
	Travel (Local mileage, Conference, Training) - No Fundraising related travel under Legislative								\$300.00	\$2,800.00
	Background Checks									
	Office Supplies									\$250.00
	Printing									\$525.00
	Postage									\$100.00
	Audit Fees (According to Florida Single Audit Act, when applicable)									
	Facilities/Office Space									
	IT Services									
	Students & Mentors Events									\$500.00
	Trainings & Workshops									\$350.00
	College Tours								\$552.50	\$500.00
	Other: (Please define)									
	Other: (Please define)									
	Other: (Please define)									
Total Direct Operational Expenses									\$852.50	\$5,025.00
Total Budget of Expenditures									\$8,525.00	\$5,025.00
								Number	Cost	
		Scholarships - Pledged to Florida Prepaid 2017-2018:						\$1.00	\$6,000.00	

		Scholarships - Purchased from Florida Prepaid 2016-2017 (prior year):						\$0.00	\$0.00	
Instructions										
		Legislative Funds: To record Florida Department of Education allowable expenditures (FLDOE) only.								
		Non-Legislative/Unrestricted Funds: To record private funds utilized for Take Stock in Children program activities.								
		Other Grant Funds: To record grants funds utilized for Take Stock in Children program activities.								
	1	Under the section " TSIC Position ": Select title from the drop down selections.								
	2	Under the section " Employee Name ": Enter the individual's name that will be performing the Take Stock in Children duties.								
	3	Under the section " % of Time ": Enter the % of time the individual will work during the budget year.								
	4	Under the section " Salaries ": Enter the total amount of salary that will be claimed during the budget year.								
	5	Under the section " Benefits ": Enter the total amount of benefits that will be claimed during the budget year.								
	6	Under the section " Operating Expenses ": Enter program related expenses to be claimed during the budget year.								
	7	Under the section " Unrestricted Funds ": Enter program costs not covered by the Legislative allocation.								
	8	Under the section " Scholarships Pledged ": Enter the total number and cost of scholarships pledged to purchase during the budget year.								
	9	Under the section " Scholarship Purchases ": Enter the total number and cost of scholarships purchased during the 2016-2017 (prior year).								
	Please note:									
	1	Total Direct Student Service Staffing should equal 90% of Legislative Funding								
	2	Other Direct expenses should equal 10% of Legislative Funding								
	3	File must be completed and emailed to John Locke at: jlocke@tsic.org no later noon on June 22, 2017.								

Budget and Financial Reporting

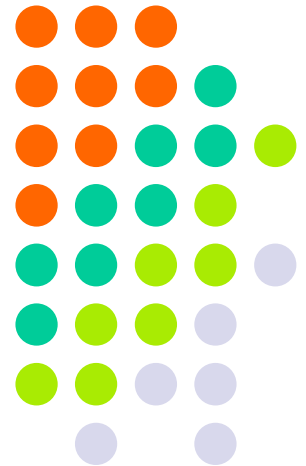


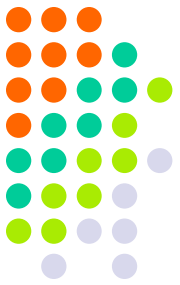
Take Stock in Children

Facilitators:

John Locke

Stanley Robert





Part I

Budget Preparation Updates and Changes



Budget: Summary of Updates and Changes



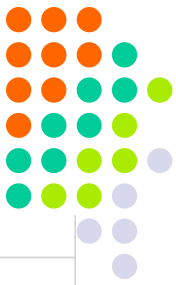
Funded Direct Student Service Staffing for July 1, 2017 through June 30, 2018

Take Stock in Children has been awarded \$6,125,000 in recurring funding by the Florida Legislature for the period of July 1, 2017 through June 30, 2018 to support our students and their mentors. To comply with the new Florida Department of Education's Administrative Cost limitation of 5%, the following positions will be eligible for funding by each Lead Agency funded through the Take Stock in Children Program:

- **Student Service Specialist** (100% direct service): Responsible for providing direct student services by: recruiting, screening, and selecting students to participate in the TSIC program; developing and organizing trainings for staff, students, and mentors; planning annual programming for College Success Coaches and Mentor Coordinators; and reporting Key Performance Indicators (KPIs) including key student data.
- **Mentor Coordinator** (100% direct service): Responsible for direct mentor services by: recruiting, screening, training, and retaining volunteer mentors for students as well as monitoring and collecting mentor session data.
- **College Success Coach** (100% direct service): Responsible for providing direct services to students on college and career readiness by: planning and executing college readiness workshops; supporting the development of study skills; monitoring course and class selection, grades, attendance and performance; supporting the advancement of student GPAs, supporting preparation for taking SAT/ACT and completing college applications and FASFAs.
- **Database Specialist** (100% direct service): Responsible for grant required data by entering, quality checking, and maintaining data on students, mentors, college success workshop attendance, GPA, school attendance, and other required data.
- **Executive Director** (up to 40% max of direct service): Responsible for providing direct services by: establishing and maintaining school district partnerships, including relationships with school staff and administration; establishing and maintaining mentor relationships and partnerships; educating school district personnel, parents, and community members about TSIC and the availability of scholarships.



Affiliates Budget Full Format (New):

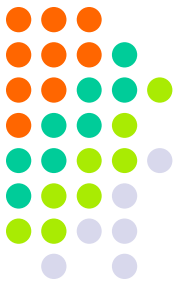


Take Stock in Children

Affiliate Budget - fiscal year 2017 - 2018 (07/01/2017 - 06/30/2018)

		Organization: Best Program								
		County: Sunshine								
		Legislative Funding Allocation							Non-Legislative Funding / Unrestricted	Funded by Other Grants
	TSIC Position (90%)	Employee Name	Annual Salary	Annual Benefits	% of Time Claimed on Grant	Salaries Claimed	Benefits Claimed	Total Salary & Benefits Claimed on Grant	Total	Total
1	Student Service Specialist:	First, Last	29,000	9,570	100%	29,000	9,570	38,570		
2	College Success Coach:	First, Last	25,000	8,250	100%	25,000	8,250	33,250		
3	Mentor Coordinator:	First, Last	25,000	8,250	100%	25,000	8,250	33,250		
4	Database Specialist:	First, Last	10,000	3,300	100%	10,000	3,300	13,300		
5	Executive Director: max 40%	First, Last	55,000	18,150	40%	22,000	7,260	29,260	43,890	
6	Contracted Services-Student Service Specialist							-		
7	Contracted Services-College Success Coach							-		
8	Contracted Services-Mentor Coordinator							-		
9	Contracted Services-Database Specialist							-		
10	Contracted Services-Executive Director: max 40%							-		
11								-		
12								-		
13								-		
14								-		
Total Direct Student Service Staffing			144,000	47,520		\$111,000	\$36,630	\$147,630	\$43,890	\$0
Direct Operational Expenses: (10%)								Legislative	Non-Legislative Funding / Unrestricted	Funded by Other Grants
Travel (Local mileage, Conference, Training) - No Fundraising related travel under Legislative										
Background Checks										
Office Supplies										
Printing										
Postage										
Audit Fees (According to Florida Single Audit Act, when applicable)										
Facilities/Office Space										
IT Services										
Students & Mentors Events										
Trainings & Workshops										
College Tours										
Other: (Please define)										
Other: (Please define)										
Other: (Please define)										
Total Direct Operational Expenses								\$0.00	\$0.00	\$0.00
Total Budget of Expenditures								\$147,630.00	\$43,890.00	\$0.00

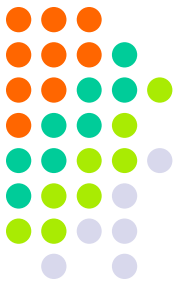
Affiliates Budget-Staffing (90%) : Designed to capture the full cost of direct student services.



- TSIC Position: Total Direct Student Service Staffing Should equal 90% of Legislative Funding.

				Organization:	Best Program					
				County:	Sunshine					
				Legislative Funding Allocation					Non-Legislative Funding / Unrestricted	Funded by Other Grants
	TSIC Position (90%)	Employee Name	Annual Salary	Annual Benefits	% of Time Claimed on Grant	Salaries Claimed	Benefits Claimed	Total Salary & Benefits Claimed on Grant	Total	Total
1	Student Service Specialist:	First, Last	29,000	9,570	100%	29,000	9,570	38,570		
2	College Success Coach:	First, Last	25,000	8,250	100%	25,000	8,250	33,250		
3	Mentor Coordinator:	First, Last	25,000	8,250	100%	25,000	8,250	33,250		
4	Database Specialist:	First, Last	10,000	3,300	100%	10,000	3,300	13,300		
5	Executive Director: max 40%	First, Last	55,000	18,150	40%	22,000	7,260	29,260	43,890	
6	Contracted Services-Student Service Specialist							-		
7	Contracted Services-College Success Coach							-		
8	Contracted Services-Mentor Coordinator							-		
9	Contracted Services-Database Specialist							-		
10	Contracted Services-Executive Director: max 40%							-		
11								-		
12								-		
13								-		
14								-		
Total Direct Student Service Staffing			144,000	47,520		\$111,000	\$36,630	\$147,630	\$43,890	\$0

Affiliates Budget-Direct Operational Expenses (10%).



- Other Direct expenses should equal 10% of Legislative Funding.

Direct Operational Expenses (10%):		Legislative	Non-Legislative Funding / Unrestricted	Funded by Other Grants
Travel (Local mileage, Conference, Training) - No Fundraising related travel under Legislative		\$1,250.00		
Background Checks		\$150.00		
Office Supplies		\$550.00	\$250.00	
Printing		\$350.00		
Postage		\$100.00		
Audit Fees (According to Florida Single Audit Act, when applicable)				
Facilities/Office Space		\$500.00	\$1,500.00	
IT Services			\$500.00	
Students & Mentors Events		\$250.00	\$250.00	
Trainings & Workshops		\$475.00		
College Tours				
Other: (Please define)				
Other: (Please define)				
Other: (Please define)				
Total Direct Operational Expenses		\$3,625.00	\$2,500.00	\$0.00
Total Budget of Expenditures		\$3,625.00	\$2,500.00	\$0.00

Affiliates In-kind Budget Format:



Take Stock in Children		
Affiliate In-Kind Budget - fiscal year 2017 - 2018		
	Organization:	
	County:	
Operational Expenses		Amount
	Rent/Office Space: Total square-footage used by the average rate of \$15 or fair market value, if available.	-
	Maintenance	-
	Furnitures: Donated fair Market value/ Rented market value.	-
	Utilities: At current market rate in county where office is operating.	-
	Telephones: At current market rate in county where office is operating.	-
	Internet: At current market rate in county where office is operating.	-
	Postage/Mailing: Market cost available.	-
Mentor Related Activities		
	Fingerprinting: Market rate available at the time of service	-
	Background Checks: Market rate available at the time of service	-
Events		
	Students Workshops: Facility current Hourly rental rate.	-
	Council meetings: Facility current Hourly rental rate.	-
	Mentor Trainings: Facility current Hourly rental rate.	-
	Mentor Mixers: Facility current Hourly rental rate.	-
	Graduation Ceremony: Facility current Hourly rental rate.	-
	Donor Events: Facility current Hourly rental rate.	-
	Guest Speakers: At the speaker's professional value rate	-
	Food/Drinks: At current market value	-
Miscellaneous		
	Newspaper advertisements: At current cost of service provided	-
	Flowers (Center pieces): At market value.	-
	Decorations: At market value.	-
	Audiovisual: At current value	-
	Videography: At current value	-
	Photography: At current market value	-
	Signs/Banners: At current market value	-
Total In-kind		\$0.00

- Donated Goods and Services.
- Monetary Value.
- Related to Direct Students Services.
- Related to Direct Mentor Services.

Old Budget Format: Significant Changes



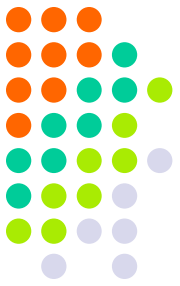
Take Stock in Children

Program Budget - fiscal year 2016 - 2017 (07/01/2016 - 06/30/2017)

			Organization:	Best Program			
			County:	Sunshine			
						Legislative Funding	Other Funding
	TSIC Position	Employee Name	Hours / Year	Salaries	Benefits	Total	Total
1	Executive Director:	First, Last		7,500	1,125	8,625.00	-
2	Program Coordinator:	First, Last		45,000	6,750	51,750.00	-
3	Mentor Coordinator:	First, Last		30,000	4,500	34,500.00	-
4	Student Advocate / College Success Coach:	First, Last		25,000	3,750	28,750.00	-
5	Student Advocate / College Success Coach:	First, Last		25,000	3,750	28,750.00	-
8	STAR Database Specialist:	First, Last		5,000	750	5,750.00	-
10	Finance:-	First, Last		-5,000	750	-5,750.00	-
11	Administration:-	First, Last		-5,000	750	-5,750.00	-

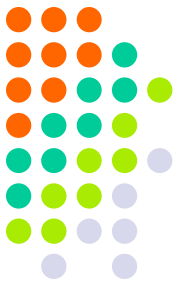
- Executive Director claim limited to 40%
- Program Coordinator changed to “Student Service Specialist” (100% funded)
- Student Advocate/College Success Coach changed to “College Success Coach” (100% funded)
- STAR Database Specialist changed to “Database Specialist”(100% funded)
- Finance and Administration not funded.

Budget: Important Reminders



- Each Program will be contacted this week to review these changes in more detail.
- Questions can be directed to:
John Locke: JLocke@tsic.org
Jillian Hasner: JHasner@tsic.org
- Budget Due Date: Thursday, June 22 by noon.



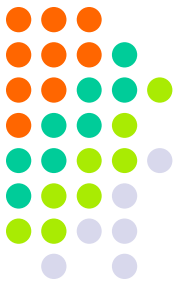


Part II

Affidavit Report Preparation



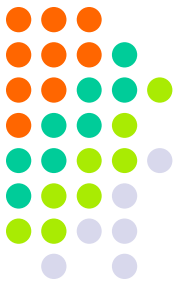
Department of Education Grant Funding



- Legislative Funding is managed by the Florida Department of Education (FLDOE).
- TSIC is responsible to provide quarterly reporting of outcomes and expenditures to the Florida Department of Education.



Performance + Quarterly Reporting = Quarterly Reimbursement

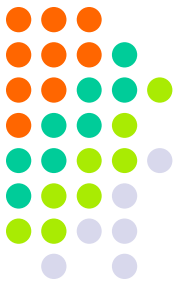


Disbursements:

- Take Stock in Children's grant is a "Reimbursement with Performance Grant".
- Quarterly Reimbursement.
- Affidavits demonstrate that funds were spent on allowable expenses.
- Quarterly reports demonstrate that program objectives were met.



The 4 Tests of Reimbursement:

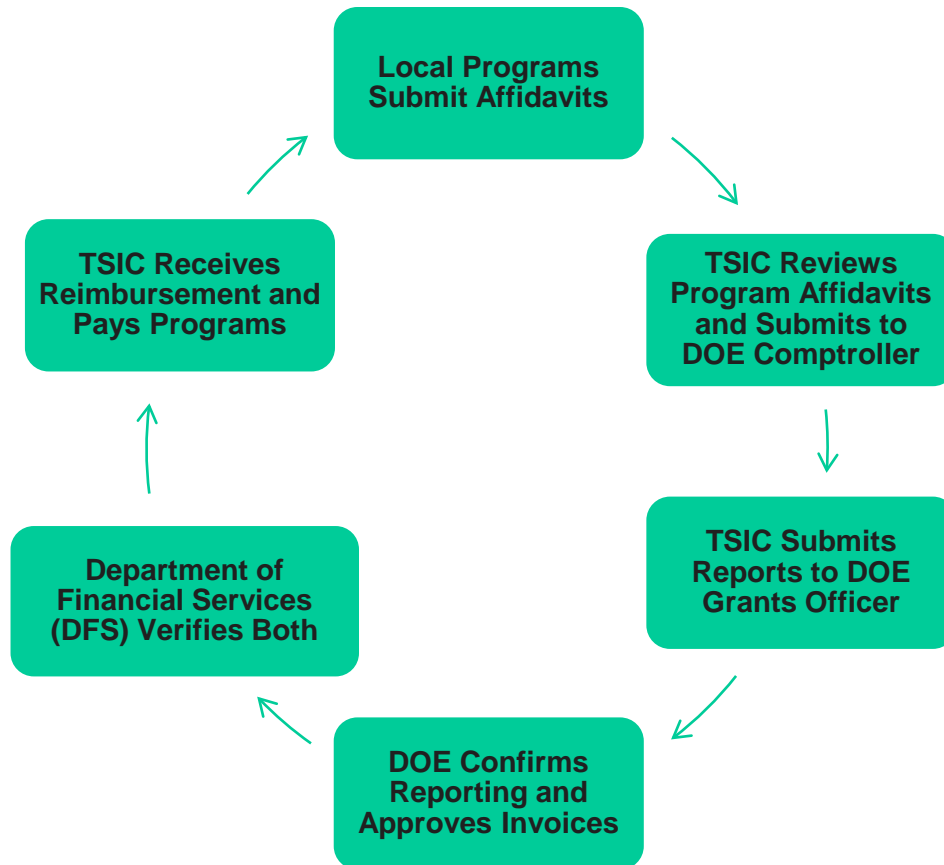
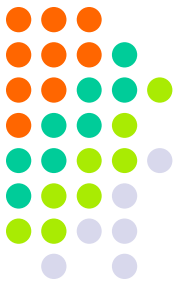


The 4 tests of reimbursement to use before committing to an expense:

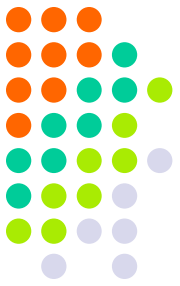
- Is it Necessary?
- Is it Allocable?
- Is it Allowable?
- Is it Reasonable?



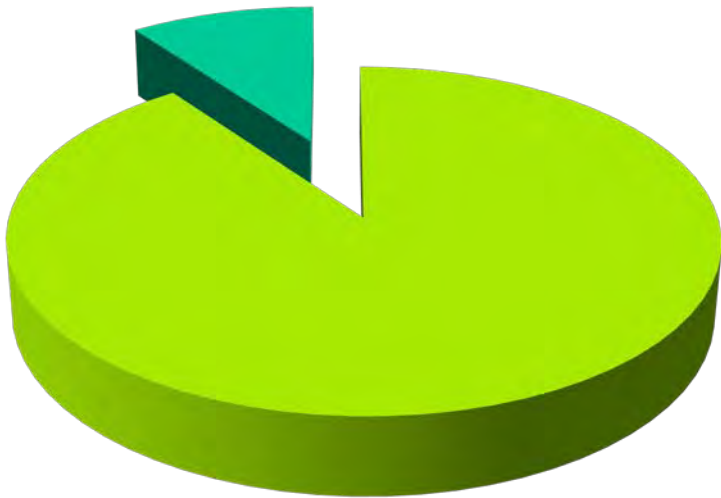
Quarterly Reimbursement Process Cycle:



Reimbursement Process: The 90% Rule



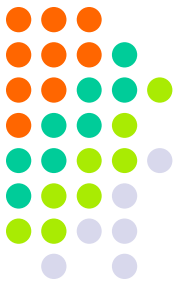
All programs must collectively spend 90% of the quarterly budget to stay eligible to receive funding in advance.



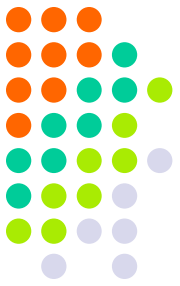
■ Expended
■ Unexpended



Fiscal Calendar



Affidavit Report - Structure and Documentation



All the following need to be included when submitting Affidavits:

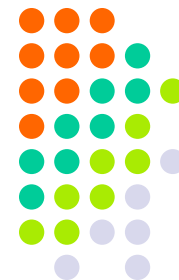
- Affidavit Summary form.
 - Summary 300.
 - Summary 301.
- Form 300: Wages and FICA.
- Form 301: Benefits, Travel and Other Allowable Expenses.
- DOE 676 Travel Expense voucher.
- Personnel Activity Report (timesheet).



Take Stock in Children

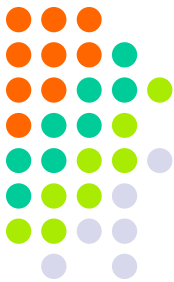
Affidavit of Expenditures for 2017-2018 1st Quarter Legislative Funding

Organization: Best Program		
Phone Number:		
	Legislative funding allocation for 1st quarter of fiscal year 2017-2018 (7/01/2017--9/30/2017) for the Take	\$10,000.00
	Carryover from Previous Period	\$0.00
	Total Funds Available	\$10,000.00
Less: Allowable Expenditures 7/01/2017-9/30/2017		
Salary Expenditures: FORM 300	Employee Name	Total
Executive Director:		\$0.00
Student Service Specialist:		\$0.00
College Success Coach:	First and Last Name	\$1,937.70
Mentor Coordinator:		\$0.00
		\$0.00
		\$0.00
		\$0.00
Total Salaries and FICA (Form 300)		\$1,937.70
Monthly Transactions: FORM 301		Total
Benefits (health, life, retirement, SUI,		\$166.50
Travel (local mileage, conference,		\$773.83
Background checks		\$24.00
Other Administrative Cost:		
Contracted Services/Program Services		\$750.00
Printing		\$25.00
Office Supplies		\$55.00
Audit Fees		\$0.00
Postage		\$0.00
Other:		\$0.00
Total Form 301		\$1,794.33
Total Allowable Expenditures (Form 300 & Form 301)		\$3,732.03
Amount to be paid (lesser of quarterly allocation or allowable expenditures)		\$3,732.03
Unused Allocated Funds/Carry forward		\$6,267.97
<p>All amounts listed above are subject to audit by the State of Florida and the Take Stock in Children state office. This affidavit will be submitted along with appropriate supporting documentation that verifies the expenditure of funds listed and that the expenditures are for allowable costs in accordance with the agreement between Take Stock in Children and the Florida Department of Education and state laws and regulations. Take Stock in Children will keep these documents on file for a period of at least</p>		
By providing my signature below, I hereby represent:		
Signature	Date	Signature
Executive Director's Signature	Date	Witness' Signature
		Date
ED First and Last Name		Witness First and Last Name
Executive Director Name (Typed)		Witness Name (Typed)



Quarterly Affidavit Summary Form.

Form 300: Wages and FICA



FOR NON-GOVERNMENTAL RECIPIENTS ONLY DETAIL OF SALARY EXPENDITURES

(A) Take Stock in Children / Best Program

AGENCY NAME

(B) REIMBURSEMENT #: _____

(C) PROJECT NO. : _____

AGENCY NUMBER : 167

PROGRAM NUMBER: _____

PROJECT NUMBER : _____

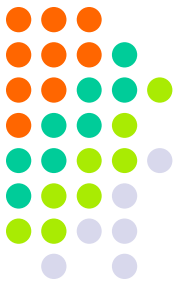
(1) PAYEE	(2) SOCIAL SECURITY	(3) CHECK DATE	(4) CHECK NUMBER	(5) METHOD	(6) RATE OF PAY	(7) # OF HOURS	(8) GROSS SALARY	(9) FICA ONLY	(10) % OF TIME	(11) AMOUNT CLAIMED
First and Last name	1234	7/15/17	100715	Ck or DD			1,200.00	91.80	25.00	322.95
First and Last name	1234	7/31/17	100716	Ck or DD			1,200.00	91.80	25.00	322.95
First and Last name	1234	8/15/17	100717	Ck or DD			1,200.00	91.80	25.00	322.95
First and Last name	1234	8/31/17	100718	Ck or DD			1,200.00	91.80	25.00	322.95
First and Last name	1234	9/15/17	100719	Ck or DD			1,200.00	91.80	25.00	322.95
First and Last name	1234	9/30/17	100720	Ck or DD			1,200.00	91.80	25.00	322.95
								0.00		-
								0.00		-
Instructions on Back							Totals	\$ 7,200.00	\$ 550.80	\$ 1,937.70

***Attach Timesheet(s) PARs if less than 100% in program**

NOTE: All benefits other than FICA (insurance, workers compensation, etc.) are claimed on the Form DOE-301, Detail of Monthly Transactions

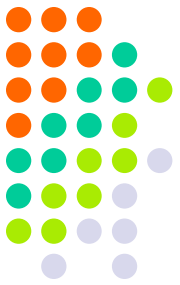


Form 300: Documentation



- Wages and FICA.
 - Payroll Register/Paystubs.
 - Name.
 - Salaries / Wages data.
 - Periods covered.
 - Payment method (check or direct deposit).
 - FICA calculation (med. and soc. sec.).
 - Calculated amount (0.0765) vs. Reported.
 - Personnel Activity Reports.
 - Job Descriptions.

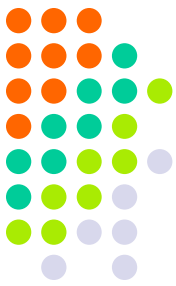




Form 300: Documentation

- End of fiscal year - Prorated wages.
 - E.g.: Pay period of June 25 to July 8
 - End of year reportable: June 25 to June 30. (6 days)
 - New year reportable: July 1st to July 8. (8 days)
- Employee vs. Contractor.
 - Employee: Payroll with withholding taxes (Form 300)
 - Contractor: Payment with no tax withholding (Form 301)

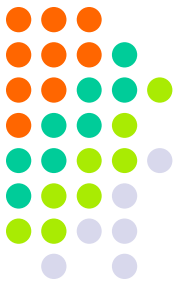




Personnel Activity Report (PAR).

Name: First and Last Name								July			
Office: Best Program											
Position: Program Manager											
Day of the Month		Florida Legislative Grant	General/ Marketing	Another Funding	Other - please enter description	Other - please enter description	Total Worked Hours	Vacation, Sick, Holiday	Total Hours		
1	Tue.	2	2	4			8		8		
2	Wed.	2	2	4			8		8		
3	Thurs.	2	2	4			8		8		
4	Fri.	2	2	4			8		8		
5	Sat.						0		0		
6	Sun.						0		0		
7	Mon.	2	2	4			8		8		
8	Tue.	2	2	4			8		8		
9	Wed.	2	2	4			8		8		
10	Thurs.	2	2	4			8		8		
11	Fri.	2	2	4			8		8		
12	Sat.						0		0		
13	Sun.						0		0		
14	Mon.	2	2	4			8		8		
15	Tue.	2	2	4			8		8		
16	Wed.						0	8	8		
17	Thurs.	2	2	4			8		8		
18	Fri.	2	2	4			8		8		
19	Sat.						0		0		
20	Sun.						0		0		
21	Mon.	2	2	4			8		8		
22	Tue.	2	2	4			8		8		
23	Wed.	2	2	4			8		8		
24	Thurs.	2	2	4			8		8		
25	Fri.	2	2	4			8		8		
26	Sat.						0		0		
27	Sun.						0		0		
28	Mon.	2	2	4			8		8		
29	Tue.	2	2	4			8		8		
30	Wed.	2	2	4			8		8		
31	Thurs.	2	2	4			8		8		
Total Hours:		44	44	88	0	0	176	8	184		
Paid Leave Allocation		2.00	2.00	4.00	-	-	8.00				
Total Adjusted Hours		46.00	46.00	92.00	-	-	184.00				
Percent:		25.00%	25.00%	50.00%	0.00%	0.00%	100.00%				
Employee Signature:		<i>Staff Signature</i>		<i>Date</i>		<i>Supervisor's Signature</i>					
		<div></div>		<i>Date</i>		<i>Certified Correct</i>					
Instructions:											
On a daily basis enter hours worked in 30 minute increments in the appropriate column. For example: 1.5, 2.0											
Employee must submit timesheet (PAR) to his/her supervisor by the 5th day following the previous month.											
This form must be printed, signed with ink pen, and sent to the Finance Office no later than the 10th day of the following											
Do not use "white-out" to correct mistakes, instead cross-out the error, write-in the correct number, and initial correction.											
Make sure you complete the top of the page (Name, Office and Position)											

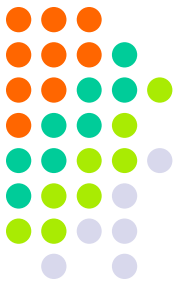
Form 300: Personnel Activity Report (PAR)



- PARs are maintained for all employees whose salaries are paid in part with grant funds.
- Time increments on the PAR:
 - Time increments should be sufficient to recognize the number of different activities performed by the employee.
 - Time increments should be sufficient to recognize the dynamics of these responsibilities.



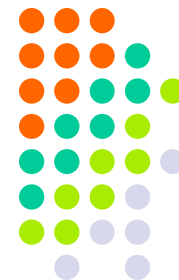
Form 300: Personnel Activity Report (PAR)



- PARs are completed after the fact.
- PARs account for total activity.
- PARs are signed by the employee and supervisor with first hand knowledge.
- PARs are prepared at least monthly and coincide with one or more pay periods.



Form 301: Benefits and Other Allowable Expenses.



DETAIL OF MONTHLY TRANSACTIONS

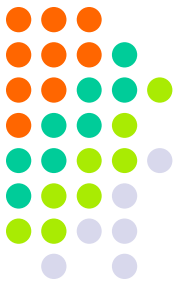
(A) Take Stock in Children / Best Program
AGENCY NAME

(B) REIMBURSEMENT #: _____
(C) PROJECT NO. : _____
AGENCY NUMBER : 167
PROGRAM NUMBER: _____
PROJECT NUMBER : _____

(A) VENDOR NAME	(B) P. O. DATE	(C) P. O. NUMBER	(D) ACCT. NUMBER	(E) INVOICE DATE	(F) INVOICE NUMBER	(G) CHECK NUMBER	(H) CHECK DATE	I CHECK AMOUNT	(J) REQUESTING AMOUNT
Health care vendor (Jul)				7/1/2017	10012014	1254	7/10/2017	150.00	37.50
Health care vendor (Aug)				8/1/2017	11012014	1255	8/10/2017	150.00	37.50
Health care vendor (Sep)				9/1/2017	12012014	1256	9/10/2017	150.00	37.50
Retirement (Jul)				7/31/2017			7/31/2017	72.00	18.00
Retirement (Aug)				8/31/2017			8/31/2017	72.00	18.00
Retirement (Sep)				9/30/2017			9/30/2017	72.00	18.00
Contractor name (Jul)				7/31/2017	01		7/31/2017	250.00	250.00
Contractor name (Aug)				8/31/2017	02		8/31/2017	250.00	250.00
Contractor name (Sep)				9/30/2017	03		9/30/2017	250.00	250.00
Travel - Last name				9/30/2017			9/30/2017	773.83	773.83
Background check				7/15/2017	9999	1257	7/20/2017	24.00	24.00
Printing Facility				7/15/2017	2222	1258	7/20/2017	25.00	25.00
Office Supplies like Staples				7/15/2017	3333	1259	7/20/2017	55.00	55.00
Instructions on Back								Totals	\$ 1,794.33



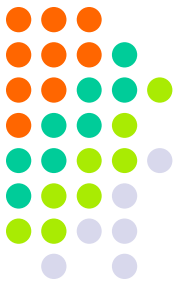
Affidavit Report - Structure and Documentation: Form 301



- Benefits (based % of wages claimed).
 - Health Insurance (invoices + proof of payment).
 - Retirement (paystub or payroll register).
 - Worker's Comp. (paystub or payroll register).
- Travel expense vouchers.
- Other allowable expenses.



Affidavit Report - Required Documentation: Travel Voucher

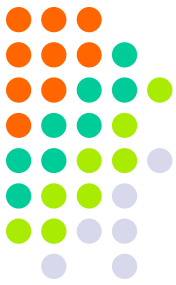


STATE OF FLORIDA					TRAVELER First and Last Name			P-CARD GROUP NAME		
DEPARTMENT OF EDUCATION					SOCIAL SECURITY NO. n/a			HEADQUARTERS		
VOUCHER FOR REIMBURSEMENT OF TRAVEL EXPENSES					CHECK ONE: <input type="checkbox"/> OFFICER/EMPLOYEE <input type="checkbox"/> NONEMPLOYEE IND. CONTRACTOR <input type="checkbox"/> OPS			RESIDENCE (CITY)		
								BUILDING AND ROOM		

DATE	Travel Performed From Point of Origin to Destination	Purpose or Reason	Hour of Departure And Hour Of Return	Per Diem	Meals	Actual Lodging Expenses	Transportation Amount	Map Mileage Claimed	Vicinity Mileage Claimed	Other Expenses	
										Amount	Type
Date	Office A to School B back to Office A	Meeting with Students and/or mentors	10AM -5PM					25			
Date	Office A to School B back to Office A	Meeting with Students and/or mentors	10AM -5PM					25			
Date	Office A to School B back to Office A	Meeting with Students and/or mentors	10AM -5PM					25			
Date	Office A to Tallahassee	Annual TSIC Conference Car Rental (or)	5AM - 8:30PM	36.00			\$ 150.00				
Date	Office A to Tallahassee	Annual TSIC Conference Mileage (Personal driving)	5AM - 8:30PM	36.00				205			
Date	Tallahassee to Office A	Annual TSIC Conference Mileage (Personal driving)	5AM - 8:30PM	36.00				205			
		Annual TSIC Conference Hotel Charges	5AM - 8:30PM			\$ 300.00					
Benefits to the State:				Column Total	Column Total	Column Total	Column Total	485 44.5 ¢ Mi.	Mi.	Column Total	Summary Total
				\$ 108.00	\$ -	\$ 300.00	\$ 150.00	\$ 215.83		\$ -	\$ 773.83

DIV	BUR	SEC	SUB	EO	OBJECT	AMOUNT	GRANT	LESS ADVANCE RECEIVED	
								LESS NON-REIMBURSABLE ITEMS INCLUDED ON PURCHASING CARD	
								\$ -	
								NET AMOUNT DUE TRAVELER/(STATE)	
								\$ 773.83	

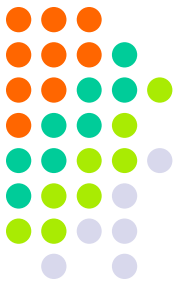
Affidavit Report - Required Documentation: Travel Voucher



									NET AMOUNT DUE TRAVELER/(STATE)	\$	773.83	
I hereby certify or affirm that the above expenses were actually incurred by me as necessary traveling expenses in the performance of my official duties; attendance at a conference or convention was directly related to official duties of the agency; any meals or lodging included in a conference or convention registration fee have been deducted from this travel claim; and that this claim is true and correct in every material matter and same conforms in every respect with the requirements of section 112.061, Florida Statutes.									Pursuant to section 112.061(3)(a), Florida Statutes, I hereby certify or affirm that to the best of my knowledge the above travel was on official business of the State of Florida and was performed for the purpose stated above:			
									SUPERVISOR'S SIGNATURE: <i>Supervisor's Signature</i>			
TRAVELER'S SIGNATURE: <i>Employee Signature</i>									SUPERVISOR'S TITLE:		DATE:	<i>Date</i>
SIGNATURE DATE:		<i>Date</i>		TITLE:				PREPARED BY:		PHONE:		

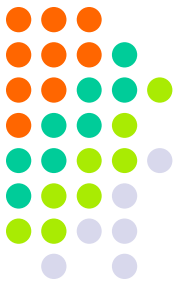
Travel form must be signed and dated by employee and supervisor.

Affidavit Report - Required Documentation: Travel Voucher



- Travel form DOE 676 (Mandatory).
- Informative Description of activities.
 - Description should be informative. Eg: Meeting with Students, mentors or parents.
 - Not just “Meeting with Cathy Scott”.
- Travel Rates:
 - Mileages: must be claimed at the FL state rate of 0.445 cents per mile, supported by travel distance reports for travel of 50 miles and more (Google maps or MapQuest).
 - Most Economical Means.

Affidavit Report - Required Documentation: Travel Voucher

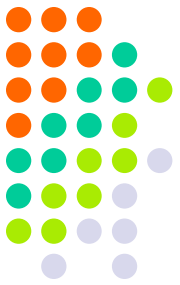


- Travel Rates (Continued).
 - Meal Allowance (Per diem):
 - \$6 for breakfast.
 - \$11 for lunch.
 - \$19 for dinner.

Meal allowance during travel can be claimed if there is an overnight stay.

- Lodging: Hotel rate up to \$150 per night. Exceptions must be justified.
- Car Rental and Airfare.





Allowable Expenses

- Do they pass the 4 tests rule?
- Are these expenses well Documented?
- Do they aligned with approved program's budget?
- Are they allowable pursuant to other rules and regulations?
- Are they directly related to the scope of work?
- Are they already funded by another grant?

