FRANKLIN COUNTY SCHOOL BOARD
REGULAR MEETING
WILLIE SPEED BOARD ROOM

SEPTEMBER 6, 2016

6:00 P.M.

AGENDA

INSPIRE From Our Hearts LEAD with Humility SOAR with Pride

I. CALL TO ORDER/ADOPTION OF AGENDA-

II. INVOCATION AND PLEDGE OF ALLEGIANCE- Pam Shiver

COMMENTS/DISCUSSION ITEMS

III. NINA M MARKS-SUPERINTENDENT

A. Vanessa Edenfield R.N., Franklin County School Health Coordinator
2015-16 Annual School Health Services Report
B. Chimene Johnson, ABC Principal- ABC School Capital Outlay Renovations

IV. BOARD MEMBERS

V. BARBARA SANDERS-BOARD ATTORNEY

A. Forestry Scholarship-Final Edit

VI. PUBLIC/VISITOR 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

BOARD ACTION ITEMS

VII. CONSENT ITEMS

A. Bills-081816 $103,303.58
B. Bills-082516 $70,166.77
C. Minutes-07-18-16 FCSB Workshop
D. Minutes-07-18-16 Regular Meeting
E. Minutes-07-26-16 Special Meeting-Tentative Budget Hearing
F. Minutes-08-01-16 FCSB Workshop
G. Minutes-08-01-16 Regular Meeting
H. Minutes-08-09-16 Emergency Meeting

VIII. PURCHASE ORDERS OVER $10,000

A. Zones $33,882.80 (Herrington)

IX. JILL RUDD-FCS ASSISTANT PRINCIPAL

NO ACTION ITEMS

X. SONJA BUFFIN-TRANSPORTATION MANAGER

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NO ACTION ITEMS

XI. TERRY HILTON-FOOD SERVICE DIRECTOR
NO ACTION ITEMS

XII. NICK O'GRADY-CURRICULUM & FEDERAL PROGRAMS DIRECTOR
A. 2016-18 FCS Master-In-Service Plan

XIII. KAREN PEDDIE-HUMAN RESOURCES DIRECTOR
A. Dean Position Recommendation
B. 2016-17 Supplemental Positions Recommendation
C. Resignation- C Franklin
D. Resignation-K Meyer
E. Resignation- P Kulick
F. Resignation- S Hengle
G. Sublist 082916

XIV. BUD STRANGE-MAINTENANCE & OPERATIONS MANAGER
NO ACTION ITEMS

XV. SUE SUMMERS-SPECIAL PROGRAMS DIRECTOR
A. 2016-17 AVID College Readiness Systems Services and Products Agreement
B. 2016-18 Franklin County School Health Services Plan

XVI. SHANNON VENABLE-FINANCIAL SERVICES DIRECTOR
A. 2015-16 Final Budget Amendment
B. Denton Cove Extension Fee Recommendations ***(pending from 08/15/16 regular meeting)***
C. TSIC Staff MOU's
D. Superintendent's Financial Report-July 2016

XVII. ADJOURNMENT

FRANKLIN COUNTY SCHOOL HEALTH SERVICES REPORT

School Year 2015- 2016	
Total Visits:	**Totals**
1. Total Non-Medication Visits	**9,215**
2. Total Medication Visits	**3,224**
Totals	**12,439**

Referral To:	
1. Abuse Registry	**1**
2. Dental Care	**20**
3. Guidance Counseling	**2**
4. Healthy Start	**1**
5. Kid Care	**4**
6. Medical Care / Nursing Care	**188**
7. Mental Health Counseling	**4**
8. Nursing Assessment	**44**
9. Social Work Services	**0**
10. Substance Abuse Counseling	**4**
11. Other:	**0**
Totals	**268**

Health Room Visit Outcome Dispositions	
1. Returned to Class	**11,132**
2. Sent Home	**1,288**
3. Emergency Room	**17**
4. 911	**2**
Total	**12,439**

ABC SCHOOL CHAPMAN CAMPUS RENOVATION PROJECTS

COMPLETED WITH LOCAL CAPITAL OUTLAY FUNDS

SHARED BY FRANKLIN COUNTY SCHOOL DISTRICT

Completed Capital Outlay Projects 2015-2016 –

Renovation to roof and weatherization of gymnasium

Replacement of AC unit in campus kitchen and AC unit for climate control building housing school records and documents.

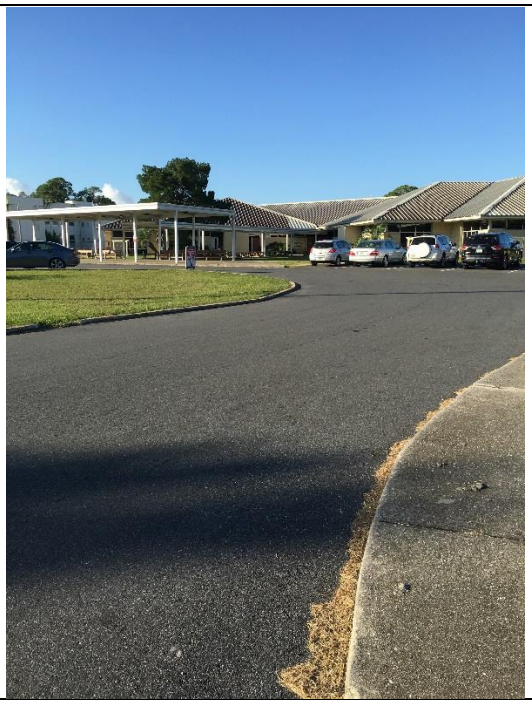






Completed Capital Outlay Project for 2014-2015 – Resurface and addition to School Parking







Replacement of exterior emergency exit doors





Completed Capital Outlay Project 2013-2014

Air Handlers and AC unit for server room





Old above New below





Completed Capital Outlay Project 2012-2013 –New Total Controls System for AC/HV System

New AC unit for kitchen, AC unit for cold storage in lunchroom kitchen, New AC unit for server room









Completed Capital Outlay Project 2011-2012 –

Purchased of 2 Boilers for AC HV unit





Request for funds to complete -0

2016-2017 Capital Outlay Proposal for Chapman Facility

RFP to purchase a new chiller for AC/HV system

Approximate cost $150,000 to $200,000









APPROVED
SEPT 6 2016
FRANKLIN COUNTY
SCHOOL BOARD

Franklin County Forestry Scholarship

History

At 202,426 acres Tate's Hell is the single largest State Forest in Franklin County and the second largest State Forest in Florida. The land that makes up Tate's Hell was purchased beginning in 1994. The land was bought from private timber companies primarily to protect and restore water quality for Apalachicola Bay. Other objectives include restoration of the forest to natural communities, protection of rare and endangered species, and providing recreational opportunities to the public.

Acquisition of land by the state can create a hardship to counties since the acquired land may reduce the local county's tax roll. In order to assist the counties, the Florida Forest Service (FFS) gives 15% of the revenue collected on the state forest to the Franklin County School Board (FCSB). FFS collects State Forest revenue from a variety of sources. For most forests, including Tate's Hell, timber harvest is the primary revenue source. Other sources of revenue include: apiary leases, worm grunting permits, recreational fees, and the sale of miscellaneous forest products such a firewood and palmetto berries. When the State was in the process of choosing an agency to manage Tate's Hell, the Franklin County Commission requested that the Florida Forest Service (FFS) be given the responsibility of primary manager. This was in part due to the multiple-use concept of the Division and the revenue sharing program.

Since FFS began managing Tate's Hell, the payments to the FCSB have ranged from $45.00, to~~,~~ the 2009 year high, $175,975.31. Fluctuations in timber prices, the number of active sales, type of sales, and weather all influence harvesting operations, and therefore the amount and timing of this revenue. It is expected that timber revenue will increase as stands are thinned over the next few years, and gradually level off as the forest reaches a maintenance stage. Once most stands have had an initial thinning, future sales will generally be of smaller acreages, but since the trees will have grown, the value per tree will be higher. Recreation and other revenues from Tate's Hell are included in this payment, but they have historically been a small portion of the money collected. Recreation revenues are likely to continue to rise, but will remain a minor part of the State Forest income.

Historically, retention of foresters on Tate's Hell has been difficult. Average tour of duty for a forester at Tate's Hell is 1-2 years. One contributing factor for foresters resigning is the desire to move home.

Addressing the Need

In an effort to improve retention rates, the FFS and the FCSB have teamed up to create a local scholarship to be entitled The Franklin County Forestry Scholarship (FCFS). The FCFS is beneficial to Franklin County, Franklin County students and FFS. The FCFS allows a local student the opportunity to receive a degree in Forestry with the option of eventually moving back to Franklin County and seeking employment with FFS. Since Employment by the FFS cannot be guaranteed due to availability of positions at time of graduation. To provide funding for the FCFS a percentage of the money received by the School Board from the FFS 15% revenue collection will be set aside in a trust. FFS is responsible for generating revenue from the State Forest to ensure the continued funding of the FCFS. The Franklin County School Board is responsible for maintaining a trust, allotting a percentage of the revenue collection to the trust annually, and awarding the scholarship. The percentage allotted shall be based on the amount of revenue generated and must at a minimum sufficiently fund all awards. Annually, the FCSB will review the scholarship and awards to determine the percentage of the allotment and to determine whether the scholarship is still a necessity. This annual review shall be conducted at the Organization Meeting held during the month of November.

Award

- There will be one scholarship awarded each year with the monetary amount to be based on the student's program and school of choice. In no event shall the annual scholarship exceed $20,000.00 per year. The award amount shall be paid each semester. The award shall be 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. The recipient must seek employment with the FFS within Franklin County. The applicant must be willing to be relocated within the State of Florida until transferred to a position within Franklin County. The loan shall be repaid in one-hundred and twenty (120) monthly installments with the first installment due twelve months after graduation or six months after failure to return to school. Should the recipient not be accepted for employment by the FFS, by no fault of their own or if a position is not available within Franklin County within 12 months of the applicant's hire date the loan shall be forgiven.

- The Franklin County School Board is looking for a student who is interested in a career in forestry and who desires to serve the local community. The student should stand out in academic achievement and encompass the characteristics of leadership.
- Awards shall be paid directly to the university or community college of choice and shall be used for qualified tuition and related expenses. Qualified tuition and related expenses are tuition and fees required for enrollment, books, supplies, equipment, and university sponsored housing and meal plans.
- Awards are to be granted without regard to race, color, creed, religion, age, gender, sexual preference or disability.

Applicant Criteria

- Student must be a graduate, or a previous graduate, and receive a high school diploma from the Franklin County Consolidated School.
- Applicants must enroll and be accepted to one of the following universities.
  - Any Florida SAF Certified School
  - West Florida Research and Education Center (UF/IFAS Milton)
  - Lake City Community College
  - Local Community College (ex: TCC or Gulf Coast) to fulfill prerequisites.
    - Lake City Community College offers a one year program in forestry. Applicants must be willing to continue pursuing a bachelor's degree in forestry or natural resources.
- Applicants must seek a bachelor's degree in Forest Resource Conservation or Natural Resource Conservation.
- Cumulative GPA must be 3.0 or higher on a scale of 4.0. Previous graduates may submit a transcript from a college or technical school showing at least 1 year of completion and a cumulative GPA of 3.0 or higher on a scale of 4.0. Student must maintain a 3.0 GPA while attending college to remain eligible for this scholarship award.
- Applicant must execute a promissory note for repayment to the FCSB at the time of accepting the scholarship award.

Application Process

- Applicant must submit the following to the Franklin County School Board no later than February 1 of each year:
  1. Resume
  2. List of clubs, activities, and years of involvement
  3. Essay of 500 words or less which includes the applicant's:
     a. desire to reside in Franklin County;
     b. interest in obtaining a degree in forestry or natural resources; and
     c. achievements.
  4. One letter of recommendation by a teacher, advisor, or community leader.
- Applicant must Interview with the FCFS Advisory Committee, which shall consist of the Franklin County Superintendent, the Franklin County School Board and one representative from the Franklin County Consolidated School; one representative from the Friends of Florida State Forest; and one representative from the Florida Forest Service.

the Franklin County Consolidated School; one representative from the Friends of Florida State Forest; and one representative from the Florida Forest Service.

FRANKLIN COUNTY DISTRICT SCHOOLS

Administrative Offices
85 School Road Suite 1
Eastpoint FL 32328
(850) 670-2810-Phone (850) 670-8579-Fax



Nina M Marks
Superintendent

APPROVED
SEPT 6 2016
FRANKLIN COUNTY
SCHOOL BOARD

Mrs. Nina Marks, Superintendent:

School Board Members:

Attached you will find the bills list for 8/18/16. If you have any questions, please call the finance office at 670-2810.

General Fund:	$81,374.27
School Food Service:	$8,794.58
Federal Fund:	$12,371.66
Capital Projects:	$763.07
Total	**$103,303.58**

District 1 George Thompson Vice Chair
District 2 Pam Marshall
District 3 Teresa Ann Martin
District 4 Stacy Kirvin
District 5 Pam Shiver Chair

An Equal Opportunity Employer
www.franklincountyschool.org

AARON BODIN (E019172204)

1528 HWY 98 W
CARRABELLE, FL 32322

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
TCSA 8.18.16					TCSA 16/17 BODIN	08/17/2016	110	5100	510		0091	7607		$195.00
														$195.00

AMY TURNER (E019177465)

5746 HWY 71
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
TCSA 8.18.16					TCSA 16/17 TURNER	08/17/2016	110	5100	510		0091	7607		$195.00
														$195.00

CATHERINE FRANKLIN (E019170679)

264 BONCYCLE LAND DRIVE
EASTPOINT, FL 32328

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
TCSA 8.18.16					TCSA FRANKLIN	08/16/2016	110	5100	510		0091	7607		$195.00
														$195.00

JAMES ROBINSON (E019172475)

6980 AZUSA ROAD
TALLAHASSEE, FL 32317

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

TCSA 8.18.16					TCSA ROBINSON, J	08/16/2016	110	5100	510		0091	7607		$195.00
														$195.00

KAYLA SIPRELL (E019178638)

124 BRIDGEPORT LANE
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
TCSA 8.18.16					TCSA 16/17 SIPRELL	08/16/2016	110	5100	510		0091	7607		$195.00
														$195.00

MILLENDER, GRETCHEN (E019110446)

2315 OAK ST
CARRABELLE, FL 32322

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
TCSA 8.18.16					TCSA 16/17 MILLENDER	08/17/2016	110	5100	510		0091	7607		$195.00
														$195.00

PATTI LESTER (E019140447)

9534 WAKULLA SPRINGS RD.
TALLAHASSEE, FL 32322

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
TCSA 8.18.16					TCSA LESTER, P	08/16/2016	110	5100	510		0091	7607		$195.00
														$195.00

TAMMY DAVIS (E019177215)

3480 SLAUGHTER RD
PERRY, FL 32347

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
TCSA 8.18.16					TCSA 16/17 DAVIS	08/17/2016	110	5100	510		0091	7607		$195.00
														$195.00

Grand Totals

Fund	Amount
110	$1,560.00
Grand Totals:	**$1,560.00**

Signature #1

Signature _____ Date _____

Signature #2

Signature _____ Date _____

Signatures confirm the Check and Invoice Reconciliation Reports match

ALARM FIRE SURVEILLA (V000002593)

INTEGRATORS, LLC
PO BOX 337
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 8/18/16 110	Standard	157138	ALARM FIRE 10593	08/09/2016	10593	08/01/2016	110	8100	390		0091			$170.00
														$170.00

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
AP RUN 8/18/16 110	Standard	157091	Amazon	07/28/2016	PO 157091	07/28/2016	110	5400	510		0022	8217		$108.94
AP RUN 8/18/16 110	Standard	157133	AMAZON	08/09/2016	PO BOX 157133	08/09/2016	110	5100	590		0091			$403.07
														$512.01

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 8/18/16 110	Standard	157142	Halifax Newspaper Ad	08/09/2016	40102470716	07/31/2016	110	7500	393		9001			$953.00
														$953.00

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 8/18/16 110	Standard	157010	JULY 2016 BLANKET	07/19/2016	JULY 16 ARDS	07/31/2016	110	7800	560		9004			$210.85
							110	7800	450		9004			$93.00

	110	7900	450		0091			$9.00
	110	8100	560		9007			$76.90
								$389.75

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 8/18/16 110	Standard	157154	BOTTLE WATER 8/16	08/11/2016	394075/4068/1703/407	08/09/2016	110	7900	590		0091			$39.50
							110	7900	590		9004			$41.50
							110	7900	590		9001			$20.75
														$101.75

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 8/18/16 110					HERRINGTON REFUND	07/11/2016	110	7700	330		0091			$-433.08
AP RUN 8/18/16 110	Standard	156990	HERRINGTON 7/25-7/29/16	07/19/2016	STAYBRIDGE 7/25-29/1	07/29/2016	110	7700	330		9001			$551.00
														$117.92

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 8/18/16 110	Standard	157020	JULY 2016 BLANKET	07/19/2016	34200 7/31/16	07/31/2016	110	7800	550		9004			$1,115.35
														$1,115.35

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 8/18/16 110	Blanket	156996	DUKE ENERGY 16/17	07/19/2016	FLASHING SIGN 7/29/1	07/29/2016	110	7900	430		9007			$0.00
							110	7900	430		9004			$0.00
							110	7900	430		0091			$40.79
							110	7900	430		9001			$0.00
														$40.79

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 8/18/16 110	Blanket	156994	FAIRPOINT 16/17	07/19/2016	8.07.16 FAIRPOINT	08/07/2016	110	7900	370		9007			$0.00
							110	7900	370		0091			$4,935.23
							110	7900	370		9004			$132.61
							110	7900	370		9001			$440.48
														$5,508.32

FIREMASTER (V000002951)

DEPT. 1019
PO BOX 121019
DALLAS, TX 75312-1019

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 8/18/16 110	Standard	157134	FIRE MASTER	08/09/2016	343500	08/03/2016	110	7900	390		0091			$625.00
														$625.00

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 8/18/16 110	Standard	157021	JULY 2016 BLANKET	07/19/2016	3320 8/1/16	08/01/2016	110	7800	550		9004			$377.35
														$377.35

FLORIDA VIRTUAL SCHO (V000003493)

2145 METROCENTER BLVD
SUITE 100
ORLANDO, FL 32835

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 8/18/16 110	Standard	157110	Florida Virtual School	08/02/2016	C-000524-14810	06/24/2016	110	5100	730		7001			$11,748.00
														$11,748.00

FOLLETT SCHOOL SOLUT (V000005050)

91826 COLLECTION CENTER DR
CHICAGO, IL 60693-0918

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 8/18/16 110	Standard	157105	FOLLETT RENEWAL	08/02/2016	1233448	08/05/2016	110	6200	360		0091			$829.00
														$829.00

FRANKLIN COUNTY ELECTIONS (V001613130)

47 AVENUE F
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 8/18/16 110	Standard	157178	Franklin County Supervisor of Elections	08/17/2016	6/7 SPECIAL ELECTION	06/07/2016	110	7100	730		9001			$15,587.26
														$15,587.26

FSMA(FL SCHOOL MUSIC (V000003512)

402 OFFICE PLAZA
TALLAHASSEE, FL 32301

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 8/18/16 110	Standard	157158	FSMA--BAND	08/12/2016	16/17 FSMA	07/18/2016	110	5100	730		0091			$293.25
														$293.25

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 8/18/16 110	Standard	157012	JULY 2016 BLANKET	07/19/2016	2627 7/25/16	07/25/2016	110	7800	510		9004			$1,150.95
AP RUN 8/18/16 110	Standard	157028	JULY 2016 BLANKET	07/19/2016	2627 7/25/16*	07/25/2016	110	8100	510		9007			$45.55
														$1,196.50

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 8/18/16 110	Standard	157060	Teacher Chromebooks	07/27/2016	16-00294397	07/29/2016	110	7400	644		0091	7517		$18,720.00
														$18,720.00

IDA BRANNAN (T000000233)

524 AVE A
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 8/18/16 110	Standard	157037	RENEE	07/19/2016	8/2/16 RENEE	08/02/2016	110	5400	310		0022	8217		$67.50
														$67.50

KRISTEN SOUDERS (T000002202)

PO BOX 1102
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 8/18/16 110	Standard	157038	KRISTEN	07/19/2016	7/20,21,22,27,28/16	07/28/2016	110	5400	310		0022	8217		$337.50
AP RUN 8/18/16 110	Standard	157038	KRISTEN	07/19/2016	8/5/16 KRISTEN	08/05/2016	110	5400	310		0022	8217		$60.00
														$397.50

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 8/18/16 110	Blanket	157174	HORAN 16/17	08/16/2016	7/8-27/16 HORAN	07/27/2016	110	5200	310		0091	5307		$200.00
														$200.00

MICHAEL YEOMANS (E019171147)

194 BOTTOMS RD.
PANACEA, FL 32346

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

AP RUN 8/18/16 110	Standard	157161	Physical	08/13/2016	YEOMANS PHYSICAL 7/1	07/29/2016	110	7800	730		9004			$120.00
														$120.00

MINOLTA CORPORATION (V000005711)

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

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 8/18/16 110	Blanket	157005	MINOLTA 16/17	07/19/2016	240834373 7/31/16	07/31/2016	110	7700	390		9001	8607		$15.95
							110	7700	390		0091	8607		$0.00
														$15.95

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
AP RUN 8/18/16 110	Standard	157139	NEOLA SHIPPING 7/31/16	08/09/2016	66928	07/31/2016	110	7100	310		9001			$42.02
														$42.02

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 8/18/16 110	Standard	157096	PAEC Virtual School	07/28/2016	VS014	06/13/2016	110	5100	730		7001			$550.00
														$550.00

PEDDIE CHEMICAL COMP (V000006693)

P.O. BOX 2495
TALLAHASSEE, FL 32316

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 8/18/16 110	Standard	157169	PEDDIE CHEMICAL QUOTE	08/15/2016	410038226	08/11/2016	110	7900	510		0091			$1,307.54
														$1,307.54

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
AP RUN 8/18/16 110	Standard	157145	POSITIVE PROMOTIONS 8.1.16	08/09/2016	05553853	08/08/2016	110	5100	510		0091			$203.33
														$203.33

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 8/18/16 110	Standard	157102	Quill Sub. Workshop	08/01/2016	PO 157102	08/01/2016	110	7730	510		9001			$303.74
AP RUN 8/18/16 110	Standard	157115	Office Supplies	08/03/2016	7888429/7888850	08/02/2016	110	7100	510		9001			$26.39
							110	7500	590		9001			$361.86
AP RUN 8/18/16 110	Standard	157136	QUILL -FAX INK	08/09/2016	8149226	08/10/2016	110	5100	510		0091	8607		$111.98
AP RUN 8/18/16 110	Standard	157150	HP INK	08/09/2016	8150344	08/10/2016	110	7700	510		9001	8607		$473.97
														$1,277.94

RIDDELL/ALL AMERICAN (V000007514)

4230 PAYSPHERE CIRCLE
CHICAGO, IL 60674

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 8/18/16 110	Standard	157119	RIDDELL-HELMETS	08/03/2016	98667971	08/01/2016	110	5100	590		0091			$3,024.50
														$3,024.50

ROBERT J. SHELLEY (T000007537)

1907 LIGHTHOUSE 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 8/18/16 110	Standard	157041	RJ	07/19/2016	071816 RJ	07/18/2016	110	5400	310		0022	8217		$75.00
AP RUN 8/18/16 110	Standard	157041	RJ	07/19/2016	080616	08/06/2016	110	5400	310		0022	8217		$67.50
														$142.50

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 8/18/16 110	Standard	157152	RUMBURGER 7/31/16	08/09/2016	829111	07/31/2016	110	7100	312		9001			$3,940.00
														$3,940.00

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 8/18/16 110	Standard	157171	SAUNDERS 8/9/16	08/15/2016	29338/29265	08/09/2016	110	7100	311		9001			$1,770.50

														$1,770.50

SHARLEEN SHIVER (V001304094)

489 TIP TUCKER 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 8/18/16 110	Blanket	157162	SHARLEEN SHIVER	08/15/2016	7/19/16 SHARLEEN	07/19/2016	110	5400	310		0022	8217		$60.00
														$60.00

SHRED-IT US JV, LLC (V000002537)

P O BOX 13574
NEWARK, NJ 07188-3574

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 8/18/16 110	Blanket	156978	SHRED IT 16/17	07/18/2016	8/3/16 SHRED IT	08/03/2016	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 8/18/16 110	Blanket	157106	SOUTHERN SPEECH 16/17	08/02/2016	7/28-8/15/16 KNOX	08/15/2016	110	5200	310		0091	5307		$2,560.00
														$2,560.00

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 8/18/16 110	Blanket	156992	SYNOVIA 16/17	07/19/2016	6267	08/01/2016	110	7800	379		9004			$532.00
														$532.00

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
AP RUN 8/18/16 110	Standard	157141	TERMINEX 16/17	08/09/2016	6511497/6511497	08/15/2016	110	7900	390		0091			$329.00
														$329.00

TOTALFUNDS BY HASLER (V000008938)

P.O. BOX 30193
TAMPA, FL 33630-3193

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 8/18/16 110	Standard	157140	HASLER 7/31/16	08/09/2016	7/27/16 POSTAGE	07/27/2016	110	7700	373		9001			$100.00
														$100.00

TRUGREEN (V000009950)

PO BOX 78031
PHOENIX, AZ 85062-8031

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 8/18/16 110	Standard	157132	TRUGREEN 6/30/16	08/08/2016	4982052751	06/30/2016	110	7900	390		0091			$1,000.00
AP RUN 8/18/16 110	Standard	157160	TRUGREEN 7/27/16	08/13/2016	51298218	07/27/2016	110	7900	390		0091			$3,300.00
														$4,300.00

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 8/18/16 110	Blanket	156995	VERIZON 16/17	07/19/2016	7/2-8/1/16 VERIZON	08/01/2016	110	7700	371		9001			$0.00
							110	7800	371		9004			$297.74
							110	8100	371		9007			$0.00
							110	7900	371		0091			$0.00
														$297.74

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 8/18/16 110	Standard	157040	WAYNE	07/19/2016	8/16/16 NASH	08/16/2016	110	5400	310		0022	8217		$60.00
														$60.00

WILLIE NICHOLS (T000002204)

141 PATTY LN
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 8/18/16 110	Standard	157034	WILLIE	07/19/2016	7/26,8/3/16 WILLIE	08/03/2016	110	5400	310		0022	8217		$97.50
AP RUN 8/18/16 110	Standard	157034	WILLIE	07/19/2016	8/4/16 WILLIE	08/04/2016	110	5400	310		0022	8217		$67.50
														$165.00

Grand Totals

Fund	Amount
110	$79,814.27
Grand Totals:	**$79,814.27**

Signature #1

Signature #2

Signature	Date	Signature	Date

Signatures confirm the Check and Invoice Reconciliation Reports match

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 8/18/16 410	Standard	157057	ORENTIAL PERSONALIZED	07/25/2016	PO 157057	07/25/2016	410	7600	510		9003			$130.94
														$130.94

M & B PRODUCTS (V000005736)

8601 HARNEY ROAD
TEMPLE TERRACE, FL 33637

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 8/18/16 410	Standard	157032	MILK	07/19/2016	PO 157032	07/19/2016	410	7600	570		9003			$1,106.33
														$1,106.33

ORIENTAL TRADING CO (V000006560)

ORIENTAL TRADING COMPANY
P.O. BOX 14502
DE MOINES, IA 50306

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 8/18/16 410	Standard	157017	Oriental Trading	07/19/2016	PO 157017	07/19/2016	410	7600	510		9003			$295.01
														$295.01

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 8/18/16 410	Standard	157036	OFFICE SUPPLIES	07/19/2016	PO 157036	07/19/2016	410	7600	510		9003			$1,742.34

														$1,742.34

U.S. FOODSERVICE (V000009178)

PO BOX 198421
ATLANTA, GA 30384-8421

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 8/18/16 410	Standard	157031	FOOD	07/19/2016	PO 157031	07/31/2016	410	7600	510		9003			$568.64
							410	7600	570		9003			$4,951.32
														$5,519.96

Grand Totals

Fund	Amount
410	$8,794.58
Grand Totals:	**$8,794.58**

Signature #1

Signature _____ Date _____

Signature #2

Signature _____ Date _____

Signatures confirm the Check and Invoice Reconciliation Reports match

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
AP RUN 8/18/16 420	Standard	157114	Casper - Summary-EOY	08/02/2016	CSP-15360	07/25/2016	420	6300	310		0091	4776		$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
AP RUN 8/18/16 420	Standard	157067	NEST HOTEL	07/28/2016	PO 157067	08/03/2016	420	6400	330		0091	04777		$360.00
AP RUN 8/18/16 420	Standard	157172	FASA AP LEADERSHIP RUDD 10/16	08/15/2016	RUDD 10/16 FASA	08/15/2016	420	6400	730		0091	04187		$187.00
														$547.00

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
AP RUN 8/18/16 420	Standard	157097	fairpoint 7-16	07/28/2016	PO 157097	07/28/2016	420	7700	370		0091	4776		$60.40
AP RUN 8/18/16 420	Standard	157146	Fairpoint - Aug 2016	08/09/2016	po 157146	08/09/2016	420	7700	370		0091	04777		$62.08
														$122.48

INZETTA, MELONIE (E019100467)

290 N BAYSHORE DRIVE
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 8/18/16 420	Standard	157156	reimbursement purchases for July	08/11/2016	PO 157156	08/11/2016	420	5100	510		0091	4776		$416.29
														$416.29

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 8/18/16 420	Standard	157058	PAEC	07/25/2016	31297	08/04/2016	420	6400	730		0091	04187		$900.00
														$900.00

RENAISSANCE LEARNING (V000007498)

PO BOX 64910
ST PAUL, MN 55164-0910

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 8/18/16 420	Standard	157100	Renaissance Learning	07/28/2016	3828065-0	08/03/2016	420	6400	310		0091	04187		$5,200.00
														$5,200.00

RICHARD HERRINGTON (E019168255)

120 OLD FERRY DOCK 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 8/18/16 420					7/25-29/16 HERRINGTO	07/29/2016	420	6400	330		9001	04187		$114.25
														$114.25

S&S ARTS AND CRAFTS (V000007395)

S&S WORLDWIDE,INC.
P.O. BOX 210/ACCTS REC
HARTFORD, CT 06141-0210

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 8/18/16 420	Standard	157098	S&S Worldlwid	07/28/2016	9218971	07/29/2016	420	5100	510		0091	4776		$1,071.64
														$1,071.64

Grand Totals

Fund	Amount
420	$12,371.66
Grand Totals:	**$12,371.66**

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
AP RUN 8/18/16 370	Standard	157128	AMAZON-MEDIA TV STAND	08/08/2016	PO 157128	08/08/2016	370	7400	642		0091	37915		$223.07
														$223.07

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 8/18/16 370	Blanket	157068	BROOKS BUILDING 16/17	07/28/2016	21948 AUGUST 16	08/02/2016	370	7400	682		0091	37915		$540.00
														$540.00

Grand Totals

Fund	Amount
370	$763.07
Grand Totals:	**$763.07**

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

August 09, 2016

Matter #: 88-001
Inv #: 29338

Re: Monthly Invoice

DATE	DESCRIPTION	HOURS	AMOUNT	LAWYER
06/01/2016	Telephone call to S. Venable re: Retiree benefit	0.30	37.50	BS
06/02/2016	Telephone call from K. Peddie re: LOA	0.20	25.00	BS
06/22/2016	Truancy re: , draft alias summons, prepare to send for service	0.20	30.00	DD
	Truancy re: telephone call to . re: Service	0.10	15.00	DD
07/05/2016	Reviewing Agenda and attachments for meeting.	1.20	114.00	DD
	Attending FCSB meeting.	2.90	275.50	DD
	Email and telephone call from Dan Hartman re: trash problem at the Nest in Carrabellle.	0.40	38.00	DD
	Receipt and review of complaint against FCSB and employee, by obo . and email to and from BS.	0.60	57.00	DD
07/06/2016	Email and telephone call to Ms. Marks and Ms. Inzetta re: trash problem at Nest in Carrabelle.	0.30	28.50	DD
	Email to FCSB and Supt with attached complaint and update that PAEC, , confirmed receipt and assigned to Bob Harris.	0.30	28.50	DD
07/18/2016	Prepare for and attend workshop and meeting	2.30	218.50	DD

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

August 05, 2016

Matter #: 15-197
Inv #: 29265

Re: Denton Cove Lawsuit

DATE	DESCRIPTION	HOURS	AMOUNT	LAWYER
07/05/2016	Receipt and review of approximately 20 emails from concerned citizens to Nina Marks and FCSB.	0.50	47.50	DD
	Receipt and review of 2 emails re: Denton Cove opposition.	0.20	19.00	DD
	Meeting with L. Dietzen prior to FCSB meeting re: Denton Cove offer.	0.90	85.50	DD
07/06/2016	Telephone call to L. Dietzen re: FCSB decision and response from R. Rhoden.	0.40	38.00	DD
07/20/2016	Email from L Dietzen requesting completed minutes and request to M. Moron.	0.20	19.00	DD
07/21/2016	Receipt and review of correspondence and drafted special warranty deed from counsel for DC	0.60	57.00	DD
07/22/2016	Review of letter and special warranty deed and read - against. Telephone call to surveyor regarding ambiguities. draft of letter and emails with D. Willis.	1.30	123.50	DD
07/26/2016	Receipt of and review of letter from D Gray review of special warranty deed draft and emails to L Dietzen for review and comment	0.90	85.50	DD
07/27/2016	Email from L. Dietzen and D. Willis and draft of letter to D. Gray, Denton Cove regarding Special Warranty Deed.	0.60	57.00	DD
	Review of letter from D. Gray re: extension of closing date and email to L. Dietzen.	0.30	28.50	DD
07/28/2016	Review of letter from D. Gray re: rejecting drafted SWD and response to my letter and email to L Dietzen.	0.60	57.00	DD

Totals	6.50	$617.50

Total Fees, Disbursements	**$617.50**
Previous Balance	$1,244.50
Previous Payments	$1,244.50
THANK YOU!	
Balance Due Now	**$617.50**

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

Rumberger
KIRK & CALDWELL

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

Telephone 407. 872.7300
Telecopier 407.841.2133

July 31, 2016

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 829111 dated July 31, 2016 in the total amount of $3,940.00, which breaks down as follows:

Current Fees:	$	3,940.00
Current Costs:	$	0.00
Current Amount Due:	**$**	**3,940.00**
Total Amount Due:	$	3,940.00

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

July 31, 2016

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

Our File No.: F280 - 117641

Invoice No: **829111**

Current Amount Due:	$	3,940.00
Through June 30, 2016:		
Total Amount Due:	$	3,940.00

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

Legal Services Rendered Through June 30, 2016

Current Legal Fees

Date	Tkpr	Description	Time
06/01/2016	LJD	Email from Karen Peddie regarding union issues; reply.	0.2
06/07/2016	LJD	Email from Rebecca Rhoden regarding status on Denton Cove's new position on Board's land; email Barbara Sanders regarding same.	0.1
06/07/2016	LJD	Telephone conference with Barbara Sanders regarding response to Rebecca Rhoden.	0.3

06/07/2016	LJD	Review file and draft response to Rebecca Rhoden for refusal to sell extra land without consideration.	0.5
06/07/2016	LJD	Emails to and from Barbara Sanders regarding response to Denton Cove.	0.4
06/07/2016	LJD	Revise letter to Rebecca Rhoden.	0.2
06/08/2016	DCW	Receipt and review of e-mail from Leonard Dietzen regarding status; prepare response (Denton Cove).	0.2
06/08/2016	LJD	Email from Karen Peddie regarding union issue on discipline; reply.	0.1
06/08/2016	LJD	Email to Donna Duncan regarding Notice to Board regarding Denton Cove.	0.1
06/09/2016	LJD	Email Donna Duncan regarding status of Denton Cove.	0.1
06/09/2016	LJD	Telephone conference with Donna Duncan regarding status of Denton Cove.	0.3
06/09/2016	LJD	Telephone conference with Rebecca Rhoden regarding status of land and settlement negotiations with Denton Cove.	0.4
06/09/2016	LJD	Detailed summary of telephone conference with Rebecca Rhoden regarding Denton Cove's offer.	0.4
06/09/2016	LJD	Review email from Barbara Sanders regarding City's Ch. 119 request for Denton Cove transcripts and correspondence; reply.	0.2
06/10/2016	LJD	Telephone conference with Bill Warner regarding public records request issues.	0.2
06/10/2016	LJD	Send summary of telephone conference with Bill Warner regarding City's public records request issues to Donna Duncan and Barbara Sanders.	0.3
06/11/2016	LJD	Review correspondence from Rebecca Rhoden regarding Denton Cove's position on property. Email Donna Duncan and Barbara Sanders regarding reply needed.	0.4
06/13/2016	LJD	Email from Barbara Sanders regarding City's	0.2

		position on reverter clause; email Donna Duncan regarding explanation.	
06/14/2016	LJD	Review letters in response to City's Ch. 119 request; email Donna Duncan potential reply by Board.	0.5
06/15/2016	DCW	Receipt and review of e-mail from Leonard Dietzen regarding status and telephone conference regarding strategy for moving forward (Denton Cove).	0.3
06/15/2016	LJD	Draft letter to Bill Warner regarding public records request.	0.2
06/15/2016	LJD	Telephone conference with Donna Duncan regarding Denton Cove settlement offer; telephone conference with David Willis regarding same.	0.5
06/15/2016	LJD	Telephone conference with Rebecca Rhoden regarding settlement offer.	0.2
06/15/2016	LJD	Email from Rebecca Rhoden regarding settlement offer.	0.2
06/15/2016	LJD	Telephone conference with Donna Duncan regarding settlement offer.	0.3
06/15/2016	LJD	Email Rebecca Rhoden regarding response to settlement offer.	0.2
06/16/2016	LJD	Review Denton Cove settlement agreement; email Donna Duncan signed agreement and extension fee comments.	0.4
06/17/2016	LJD	Email from Rebecca Rhoden regarding deadline for School Board's response; email Donna Duncan regarding status.	0.1
06/17/2016	LJD	Emails to and from Donna Duncan regarding Denton Cove.	0.3
06/17/2016	LJD	Email to and from Donna Duncan regarding transcript and documents to produce to Bill Warner.	0.2
06/17/2016	LJD	Email Bill Warner regarding Board's shade meeting transcript.	0.1

06/17/2016	LJD	Review transcript of special meeting.	0.5
06/17/2016	LJD	Email to Rebecca Rhoden regarding status of meeting and agenda of Denton Cove's offer.	0.2
06/17/2016	LJD	Emails to and from Donna Duncan regarding notice issues.	0.1
06/17/2016	LJD	Review settlement agreement and exchange emails with Rebecca Rhoden regarding notice requirements and concerns about Denton Cove's offer.	0.5
06/20/2016	LJD	Telephone conference with Rebecca Rhoden regarding Denton Cove's offer.	0.2
06/20/2016	LJD	Email to Donna Duncan regarding Denton Cove's evaluation and status of new offer to purchase 1.62 acres.	0.3
06/21/2016	LJD	Review Joint Motion to Extend Pretrial Deadlines in Denton Cove case. Email Donna Duncan and Barbara Sanders regarding status of motion and whether request for proposal is needed. Email from Barbara regarding legal research needed on request for proposal issues. Conference with David Willis regarding request for proposal issues on extra 1.62 acres.	0.5
06/22/2016	DCW	Receipt and review of e-mail from Leonard Dietzen regarding re-bid issue; review of same and prepare e-mail to Leonard Dietzen regarding re-bid only of price change; receipt and review of follow up e-mail from Leonard Dietzen regarding appraiser (Denton Cove).	0.3
06/22/2016	LJD	Emails to and from Barbara Sanders regarding Denton Dove's offer and request for proposal issue.	0.3
06/22/2016	LJD	Telephone conference with Rebecca Rhoden regarding new offer by Denton Cove.	0.3
06/22/2016	LJD	Emails to Barbara Sanders and Donna Duncan regarding new offer by Denton Cove.	0.4
06/22/2016	LJD	Review prior agreements with the City for purchase price and impact fees; email to Rebecca Rhoden regarding original price to City for sale of	0.5

		land and appraisal needed.	
06/22/2016	LJD	Telephone conference with Rebecca Rhoden regarding impact fees. Review email from Rebecca Rhoden regarding impact fees and appraisal; review summary of appraisal; email to Donna Duncan and Barbara Sanders regarding appraisal.	0.6
06/22/2016	LJD	Review Order Revising the Schedule in Denton Cove case.	0.1
06/22/2016	LJD	Email from Rebecca Rhoden regarding status.	0.1
06/22/2016	LJD	Telephone conference with Donna Duncan regarding status.	0.4
06/24/2016	LJD	Review prior letters by Rebecca Rhoden; email Rebecca Rhoden regarding Denton Cove's final offer needed in writing.	0.4
06/26/2016	LJD	Review letters from Mayor regarding School Board's property and potential sale to Denton Cove.	0.2
06/26/2016	LJD	Review email from Donna Duncan regarding City of Apalachicola issues; reply.	0.1
06/26/2016	LJD	Email to Bill Warner regarding appraisal.	0.1
06/26/2016	LJD	Emails to and from Bill Warner regarding appraisal issues by Denton Cove.	0.3
06/27/2016	LJD	Email to and from Bill Warner regarding evaluation of land.	0.1
06/27/2016	LJD	Emails to and from Rebecca Rhoden regarding final offer in writing; email to Donna Duncan final offer.	0.3
06/27/2016	LJD	Emails to and from Donna Duncan regarding strategy call for Denton Cove.	0.1
06/27/2016	LJD	Email from Donna Duncan regarding Board agenda.	0.1
06/27/2016	LJD	Email from Donna Duncan regarding attachments for Board Meeting agenda: review file for comparison: email Donna missing page.	0.5

06/27/2016	LJD	Emails to and from Bill Warner regarding appraisal issues.	0.2
06/27/2016	LJD	Email Donna Duncan regarding appraisal issue.	0.1
06/27/2016	LJD	Email from Donna Duncan regarding attachment to agenda; review and reply.	0.2
06/28/2016	LJD	Emails to and from Donna Duncan regarding memorandum to Board on background of sale.	0.2
06/29/2016	LJD	Prepare memorandum to Board members regarding Denton Cove's offer and supporting documents.	0.4
06/29/2016	LJD	Email to and from Rebecca Rhoden regarding appraisal issues.	0.2
06/29/2016	LJD	Email to Bill Warner regarding evaluation of property.	0.1
06/29/2016	LJD	Email with Rebecca Rhoden regarding appraisal issues.	0.1
06/29/2016	LJD	Email Donna Duncan regarding appraisal issue.	0.1
06/30/2016	LJD	Telephone conference with Donna Duncan regarding sale of property issues; telephone conference with Donna Duncan and Chair Pam Shiver.	1.4
06/30/2016	LJD	Email from Karen Peddie regarding CBA status; reply.	0.1
06/30/2016	LJD	Legal research on request for proposal requirements for 1.62 acres.	0.6
06/30/2016	LJD	Review prior Board's resolution on sale of land; email Donna Duncan regarding land issues.	0.2
06/30/2016	LJD	Review prior advertisement for sale.	0.2

Timekeeper Summary

Timekeeper	Hours	Rate	Total
Leonard J. Dietzen, III	18.9	$ 200.00	$ 3,780.00
David C. Willis	0.8	$ 200.00	$ 160.00
Total Hours and Fees:	19.7		$ 3,940.00

Timekeeper Summary by Rank

Timekeeper Rank	Hours	Total
Senior Partner	19.7	$ 3,940.00
Total Fees by Rank:		$ 3,940.00

Advanced Costs

Date	Description	Amount
	Total Client Costs Advanced:	$ 0.00

Bill Summary

Current Legal Fees:	$	3,940.00
Current Costs:	$	0.00
Current Amount Due:	$	3,940.00
Total Amount Due:	$	3,940.00

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

Our Federal ID No.: 59-2089901

07/31/16

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

Our File No.:F280 - 117641

Invoice No.: 829111

Current Amount Due: Through 06/30/2016	$	3,940.00
Previous Balance Due:	$	0.00
Total Amount Due:	$	3,940.00

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

Legal Services Rendered Through 06/30/2016

REMITTANCE ADVICE
PLEASE RETURN THIS PAGE

FRANKLIN COUNTY DISTRICT SCHOOLS

Administrative Offices
85 School Road Suite 1
Eastpoint FL 32328
(850) 670-2810-Phone (850) 670-8579-Fax



Nina M Marks
Superintendent

APPROVED
SEPT 6 2016
FRANKLIN COUNTY
SCHOOL BOARD

Mrs. Nina Marks, Superintendent:

School Board Members:

Attached you will find the bills list for 8/25/16. If you have any questions, please call the finance office at 670-2810.

General Fund:	$63,448.34
School Food Service:	$2,878.53
Federal Fund:	$2,656.90
Capital Projects:	$1,183.00
Total	**$70,166.77**

District 1 George Thompson Vice Chair
District 2 Pam Marshall
District 3 Teresa Ann Martin
District 4 Stacy Kirvin
District 5 Pam Shiver Chair

ABRAMS & COMPANY PUBLISHERS, INC (V000763877)

16310 BRATTON LANE SUITE 250
AUSTIN , TX 78728

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 8/25/16 110	Standard	157137	ABRAMS LEARNING TREND	08/09/2016	0308777-IN	08/12/2016	110	5500	510		0091	5507		$9,553.50
														$9,553.50

AVID CENTER (V001683209)

9246 LIGHTWAVE AVE. STE.200
SAN DIEGO, CA 92123

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 8/25/16 110	Standard	157204	AVID SUMMER 16	08/23/2016	00011284	08/15/2016	110	6400	330		0091			$2,175.00
														$2,175.00

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 8/25/16 110	Blanket	157208	HARDY	08/23/2016	8/11/16 BRIAN	08/11/2016	110	5400	310		0022	8217		$60.00
														$60.00

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
AP RUN 8/25/16 110	Standard	157129	Coastal Internal Medicine	08/08/2016	32	08/15/2016	110	7800	730		9004			$1,425.00

														$1,425.00

DONNIE SEGREE (T000004146)

DONNIE SEGREE
PO BOX 333
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 8/25/16 110	Blanket	157000	SEGREE BUS BARN 16/17	07/19/2016	SEPT 16 BB	08/23/2016	110	7800	360		9004			$700.00
														$700.00

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 8/25/16 110	Blanket	156996	DUKE ENERGY 16/17	07/19/2016	7/15-8/16/16 DUKE EN	08/16/2016	110	7900	430		9001			$3,104.56
							110	7900	430		0091			$24,528.59
							110	7900	430		9004			$203.57
							110	7900	430		9007			$422.80
														$28,259.52

ESSENTIAL EDUCATION (V000002535)

895 NW GRANT AVENUE
CORVALLIS, OR 97330

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 8/25/16 110	Standard	157192	QUOTE 17430	08/17/2016	17430	08/18/2016	110	5400	510		0022	8217		$187.50
														$187.50

FADSS (V000003050)

ATTN: FISCAL ADMINSTRA
208 S. MONROE ST.
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 8/25/16 110	Standard	157165	FADSS Dues	08/15/2016	16/17 FADSS DUES	06/30/2016	110	7200	730		9001			$5,819.00
														$5,819.00

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
AP RUN 8/25/16 110	Standard	157199	June-July FDLE	08/22/2016	PO 157199	08/22/2016	110	7100	390		9001	8837		$894.00
														$894.00

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 8/25/16 110					35189435	08/16/2016	110			495		8827		$188.88
														$188.88

FLORIDA EDUCATION (V000003076)

TURLINGTON BLDG RM 201
325 W GAINES ST,
TALLAHASSEE, FL 32399

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

AP RUN 8/25/16 110					8406 UNDISBURSED BAL	08/23/2016	110	5100	730		0091	8406		$3,422.13
														$3,422.13

GULF BAY REPORTING, INC (V001413547)

PO BOX 2131
PANAMA CITY, FL 32402

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 8/25/16 110	Standard	157164	Denton Cove-Transcript Fee	08/15/2016	T16-124	06/17/2016	110	7100	730		9001			$423.22
														$423.22

JACOBSEN (V001632241)

PO BOX 101282
PASADENA, CA 91189-1282

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 8/25/16 110	Standard	157196	JACOBSEN 7/7/16	08/20/2016	90080548	07/07/2016	110	7800	590		9004			$47.94
														$47.94

JAMES A. HARRIS\TAX (V000004780)

JAMES A HARRIS\TAX COLLE
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 8/25/16 110	Standard	157195	8/19/16 TAX REFUND	08/20/2016	PO 157195	08/20/2016	110	7100	730		9001			$968.58
AP RUN 8/25/16 110	Standard	157207	8.19.16 REFUND	08/23/2016	PO 157207	08/23/2016	110	7100	730		9001			$2,840.65
														$3,809.23

JESSICA NIKIA HARRIS (V001632204)

213 17TH ST.
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 8/25/16 110	Blanket	157209	HARRIS	08/23/2016	7/21,28,8/2,4 JESSIC	08/04/2016	110	5400	310		0022	8217		$247.50
														$247.50

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 8/25/16 110	Blanket	157144	HAEUSSER 16/17	08/09/2016	8/18/16-8/19/16 KH	08/19/2016	110	6140	310		0091	5307		$2,381.90
							110	6140	310		9009	5307		$0.00
														$2,381.90

KRISTEN SOUDERS (T000002202)

PO BOX 1102
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 8/25/16 110	Standard	157038	KRISTEN	07/19/2016	8/16/16 KRISTEN	08/16/2016	110	5400	310		0022	8217		$60.00
														$60.00

NORTHLAND MANUFACT (V000006254)

P.O. BOX 6247
TALLAHASSEE, FL 32301

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

AP RUN 8/25/16 110	Standard	157130	NORTHLAND 8/4/16	08/08/2016	16-08-10	08/16/2016	110	7900	510		0091			$2,573.65
														$2,573.65

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
AP RUN 8/25/16 110	Blanket	156981	NW REGIONAL DATA 16/17	07/18/2016	6220 JULY 16	08/18/2016	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
AP RUN 8/25/16 110	Blanket	156988	PANAMA BUSINESS 16/17	07/18/2016	196604/02/53	08/15/2016	110	7700	390		9001	8607		$55.00
														$55.00

PATRICIA HALE (V000004133)

22 TENTH 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 8/25/16 110	Standard	157194	CPR & First Aid Training	08/20/2016	8/10/16 CPR	08/10/2016	110	6400	390		0091			$350.00
														$350.00

RANDALL BRADLEY JOHNSON (T000000121)

65 JOHNSON LANE
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 8/25/16 110	Blanket	157203	BRAD	08/23/2016	8/17/16 BRAD	08/17/2016	110	5400	310		0022	8217		$52.50
														$52.50

SUPREME SCHOOL SUPPL (V000007982)

P.O. BOX 220
625 DETTLOFF DRIVE
ARCADIA, WI 54612

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 8/25/16 110	Standard	157143	RECEIPT BOOKS-3-PART	08/09/2016	57074	08/15/2016	110	5100	510		0091			$467.92
														$467.92

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 8/25/16 110	Standard	157040	WAYNE	07/19/2016	8/9/16 WAYNE	08/09/2016	110	5400	310		0022	8217		$60.00
														$60.00

WILLIE NICHOLS (T000002204)

141 PATTY LN
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 8/25/16 110	Standard	157034	WILLIE	07/19/2016	8/10/16 WILLIE	08/10/2016	110	5400	310		0022	8217		$67.50
														$67.50

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 8/25/16 110	Blanket	157144	HAEUSSER 16/17	08/09/2016	8/18/16-8/19/16 KH	08/19/2016	420	6140	310		9009	04767		$0.00
							420	6140	310		0091	04767		$0.00
														$0.00

Grand Totals

Fund	Amount
110	$63,448.34
420	$0.00
Grand Totals:	**$63,448.34**

Signature #1

Signature Date

Signature #2

Signature Date

Signatures confirm the Check and Invoice Reconciliation Reports match

DJKT ENTERPRISES, IN (V000004016)

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 8/25/16 410	Standard	157177	CRSS - ERIC HILL	08/16/2016	59256	08/12/2016	410	7600	390		9003			$825.00
														$825.00

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 8/25/16 410	Standard	157151	Garbage	08/09/2016	AUG 2016	07/01/2016	410	7600	385		9003			$2,053.53
														$2,053.53

Grand Totals

Fund	Amount
410	$2,878.53
Grand Totals:	**$2,878.53**

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 8/25/16 420	Blanket	157144	HAEUSSER 16/17	08/09/2016	8/8-8/19/16 KH*	08/19/2016	110	6140	310		9009	5307		$0.00
							110	6140	310		0091	5307		$0.00
														$0.00

FASFEPA (V000003992)

ATTN: DIANE DANNEMILLER
PO BOX 64
BROOKSVILLE, FL 34605

Batch Name	PO Type	PO #	PO Name	PO Date	Invoice #	Invoice Date	Fund	Function	Object	Revenue	Facility	Project	Program	Amount
AP RUN 8/25/16 420	Standard	157181	FASFEPA O"GRADY 9/16	08/17/2016	FASFEPA - NICK 9/16	08/23/2016	420	6400	330		9001	04187		$275.00
														$275.00

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 8/25/16 420	Blanket	157144	HAEUSSER 16/17	08/09/2016	8/8-8/19/16 KH*	08/19/2016	420	6140	310		0091	04767		$2,381.90
							420	6140	310		9009	04767		$0.00
														$2,381.90

Grand Totals

Fund	Amount
110	$0.00
420	$2,656.90
Grand Totals:	**$2,656.90**

Signature #1

Signature _____ Date _____

Signature #2

Signature _____ Date _____

Signatures confirm the Check and Invoice Reconciliation Reports match

ACTION FIRE & SAFETY (V000000013)

605 E. 6TH 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 8/25/16 370	Standard	157197	ACTION FIRE BUS BARN	08/20/2016	22261	08/11/2016	370	7400	682		9004	37915		$450.00
														$450.00

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 8/25/16 370	Standard	157157	BROOKS QUOTE P16-1764	08/11/2016	P16-1764-1	08/18/2016	370	7400	682		0091	37915		$733.00
														$733.00

Grand Totals

Fund	Amount
370	$1,183.00
Grand Totals:	**$1,183.00**

Signature #1

Signature _____ Date _____

Signature #2

Signature _____ Date _____

Signatures confirm the Check and Invoice Reconciliation Reports match

FRANKLIN COUNTY SCHOOL BOARD
WORKSHOP
WILLIE SPEED BOARD ROOM
JULY 18, 2016
5:30 PM
MINUTES

APPROVED
SEPT 6 2016
FRANKLIN COUNTY
SCHOOL BOARD

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

OTHERS PRESENT: Nina Marks-Superintendent, Donna Duncan-Board Attorney and Monica Moron-Administrative Assistant

OTHERS ABSENT: Barbara Sanders-Board Attorney

I. **CALL TO ORDER-** Chair Shiver called the workshop to order at 5:30 p.m. She then invited Mr. Brad Hoard, Managing Partner of U.S. Employee Benefits Services Group to explain and discuss group term life insurance.

II. **BOARD INFORMATION COMMENTS/DISCUSSION ITEMS**

FCSD Group Insurance (Brad Hoard, U.S. Employee Benefits Services Group)

Mr. Hoard gave a brief summary of the 2012 and 2014 life insurance rates for employees and retirees and the proposed changes to the existing Board life insurance carrier and options associated with that change. Mr. Hoard distributed and discussed with the Board the claims information listed below adding that the 247.71% loss ratio was very substantial.

Grand Total for 2015-01 thru 2016-06

Billed Premium	Paid Premium	Paid Claims	Volume	Lives
$44,750.65	$42,388.16	$105,000.00	4,600,656	227

Paid Claims / Paid Premium = 247.71%
Paid Claims / Billed Premium = 234.63%

Financial Impact
Group Term Life Insurance
Franklin County School District

As of July 2014

Employee Only		130			
Retirees		106			
Current Rates and Enrollment					
Employee Only	$0.56	100	$25,000.00	$2,500,000.00	$1,400.00
Retirees	$0.54	121		$2,000,000.00	$1,080.00
					$2,480.00
Board Cost					$29,760.00

DRAFT

FRANKLIN COUNTY SCHOOL BOARD
WORKSHOP
WILLIE SPEED BOARD ROOM

JULY 18, 2016

5:30 PM

MINUTES

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

OTHERS PRESENT: Nina Marks-Superintendent, Donna Duncan-Board Attorney and Monica Moron-Administrative Assistant

OTHERS ABSENT: Barbara Sanders-Board Attorney

Standard Life	$0.22	145	$25,000.00	$3,625,000.00	$779.38
Board Cost					$9,352.50
Retirees Voluntary	$3.00	121		$2,000,000.00	$6,000.00
Retiree Premiuns				$10,000.00	$30.00
				$20,000.00	$60.00
Will Set Up Retiree FRS Deductions					
Board Savings					$20,407.50

Mr. Hoard told the Board he was able to obtain a quote from Standard Life reducing the retirees voluntary from $3 to $2.50 per thousand reducing the amount to $25 for $10,000 and $50 for $20,000 giving them a little more flexibility since it was a voluntary rate which will allow retirees to choose the amount of coverage. Mr. Hoard explained that the benefit would reduce by ½ when the retiree reaches age 70; $10,000 reduces to $5,000 and $20,000 to $10,000. Mr. Hoard explained that the Board would retain an active life insurance contract giving all active employees $25,000 , noting the cost savings to the Board and the opportunity for retirees to maintain their life insurance coverage if they so choose. Mr. Hoard discussed with the Board what other districts do for their retirees. Mr. Hoard and the Board discussed at length and difference in the voluntary rates for retirees, the effect on not making changes to the District's current life insurance plan, possible increase of rates in the future and finding a rate were the Board could continue taking care of retirees

Mr. Hoard recommended that the Board agree to make the retirees' life insurance voluntary, which would be healthy for both sides.

Chair Shiver and Mr. Hoard discussed introducing and encouraging younger employees to purchase whole life insurance.

Mr. Hoard remarked there would be no health questions and retirees would maintain the exact same coverage with the premium would be set up through FRS deductions.

Chair Shiver shared adjourned the workshop at 5:56 p.m.

DRAFT

FRANKLIN COUNTY SCHOOL BOARD
REGULAR MEETING
WILLIE SPEED BOARD ROOM
JULY 18, 2016
6:00 P.M.
MINUTES

APPROVED
SEPT 6 2016
FRANKLIN COUNTY
SCHOOL BOARD

BOARD MEMBERS PRESENT: Pam Shiver-Chair, George Thompson-Vice Chair, Pam Marshall, Stacy Kirvin and Teresa Ann Martin
OTHERS PRESENT: Nina Marks-Superintendent, Donna Duncan-Board Attorney and Monica Moron-Administrative Assistant

OTHERS ABSENT: Barbara Sanders-Board Attorney

I. **CALL TO ORDER/ADOPTION OF AGENDA**-Chair Shiver called the meeting to order at 6:03 p.m. Superintendent Marks requested the following changes be made to the agenda; *Melanie Copeland's name be added to item IX-B;*

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

II. **INVOCATION AND PLEDGE OF ALLEGIANCE-** Teresa Ann Martin

COMMENTS/DISCUSSION ITEMS

III. **NINA M MARKS-SUPERINTENDENT**

A. FCSB Policy 7250 Commemoration of School Facilities

Superintendent Marks discussed the current policy of renaming a school facility in honor of former employee Carol Davis.

Motion by Marshall, seconded by Thompson to name the Franklin County School library after Ms. Carol Davis; Motion carried 5-0.

The Board agreed to rename the facility the Carol Davis memorial media center and suggested a dedication for the commemoration.

IV. **BOARD MEMBERS**

Kirvin-complimented Mr. Bud Strange, Facilities, Maintenance and Operations Manager on making sure everything was ready for school

Discussed with Mrs. Karen Peddie, HR Director the status of the assistant principal selection process.

Discussed with Mrs. Buffkin, Transportation Manager and Mrs. Peddie the certification and training with coachers to drive buses.

Marshall-Discussed with Superintendent Marks, the status of student schedules, teacher subject assignments, getting an ESOL teacher and status of the code of conduct.

Shiver-Discussed with Superintendent Marks, high school guidance counselor's availability to the parents and students this time of the year, the need for a receptionist in the front at the District office. Mrs. Melanie Inzetta addressed the Board to explain the role she would play as the front desk receptionist.

Martin-Discussed bus training for drivers with Mrs. Buffkin

FRANKLIN COUNTY SCHOOL BOARD
REGULAR MEETING
WILLIE SPEED BOARD ROOM

JULY 18, 2016

6:00 P.M.

MINUTES

BOARD MEMBERS PRESENT: Pam Shiver-Chair, George Thompson-Vice Chair, Pam Marshall, Stacy Kirvin and Teresa Ann Martin
OTHERS PRESENT: Nina Marks-Superintendent, Donna Duncan-Board Attorney and Monica Moron-Administrative Assistant

OTHERS ABSENT: Barbara Sanders-Board Attorney

Discussed the volunteer program and providing colored coded shirts to volunteers. Mrs. Peddie Mrs. Peddie discussed using lanyards to differentiate volunteer areas.

Thompson-Had nothing to bring before the Board

Mr. Herrington, Coordinator of Assessment and Technology and Chair Shiver discussed providing Board members access to FOCUS to

V. BARBARA SANDERS-BOARD ATTORNEY

Attorney Duncan had nothing to bring before the Board

VI. PUBLIC/VISITOR COMMENTS

No one from the public addressed the Board

BOARD ACTION ITEMS

VII. CONSENT ITEMS

A. Bills-062916 $97,860.22
B. Bills-071116 $103,350.97
C. Minutes-06-28-16 Special Meeting

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

VIII. NINA M. MARKS-SUPERINTENDENT

A. 2016-17 PAEC Annual Resolution and Agreements

Motion by Kirvin, seconded by Thompson to approve item VIII-A; Motion carried 5-0

IX. KRIS BRAY-FCS PRINCIPAL

A. June Principal's Report (Non Action)

Principal Bray was not in attendance so Mr. Richie Herrington, Coordinator of Assessment and Technology discussed the report with the Board and answer questions regarding the report from FLDOE that Franklin did not test the appropriate percentage of students.

Mr. Kirvin was of the opinion that the Board should be looking at this type of data all the time and suggested recognizing those teachers that are excelling.

B. Request for Additional Employee Hours

FRANKLIN COUNTY SCHOOL BOARD
REGULAR MEETING
WILLIE SPEED BOARD ROOM

JULY 18, 2016

6:00 P.M.

MINUTES

BOARD MEMBERS PRESENT: Pam Shiver-Chair, George Thompson-Vice Chair, Pam Marshall, Stacy Kirvin and Teresa Ann Martin
OTHERS PRESENT: Nina Marks-Superintendent, Donna Duncan-Board Attorney and Monica Moron-Administrative Assistant

OTHERS ABSENT: Barbara Sanders-Board Attorney

Motion by Marshall, seconded by Thompson to approve July 25-August 5 additional employee hours; Motion carried 5-0

C. Travel Request-Student

Mrs. Venable Financial Services Director verified that this trip was funded by fundraising efforts.

Motion by Martin, seconded by Kirvin to approve item IX-C; Motion carried 5-0

X. SONJA BUFFIN-TRANSPORTATION MANAGER

A. 2016-17 Tentative Bus Routes

Mrs. Buffkin explained that the amount of stops decreased from last year however that could change depending on the new Pre-K class. Ms. Buffkin and Chair Shiver discussed seating arrangements on the bus. Mrs. Marshall suggested mandatory seatbelts for students while they are riding the bus.

Motion by Martin, seconded by Marshall to approve item X-A; Motion carried 5-0

XI. TERRY HILTON-FOOD SERVICE DIRECTOR

A. Food and Nutrition Report-June (Non Action)

Mr. Kirvin commented that he thought it was a good idea to decorate the serving line with a sports theme

XII. NICK O'GRADY-CURRICULUM & FEDERAL PROGRAMS DIRECTOR

A. LEADERSHIP PAEC/SAIL Academy (Information only)

Mr. O'Grady detailed the PAEC SAIL program to the Board. (This discussion occurred out of order)

B. 2016-17 Magnifying of the Minds Tutoring Contract

Attorney Duncan remarked the language in the contract need to be clarified with the correct numbers of hours worked.

Motion by Marshall, seconded by Thompson to approve item XII-B with revision; Motion carried 5-0

C. 2016-17 PAEC VAM Contract

DRAFT

FRANKLIN COUNTY SCHOOL BOARD
REGULAR MEETING
WILLIE SPEED BOARD ROOM

JULY 18, 2016

6:00 P.M.

MINUTES

BOARD MEMBERS PRESENT: Pam Shiver-Chair, George Thompson-Vice Chair, Pam Marshall, Stacy Kirvin and Teresa Ann Martin
OTHERS PRESENT: Nina Marks-Superintendent, Donna Duncan-Board Attorney and Monica Moron-Administrative Assistant

OTHERS ABSENT: Barbara Sanders-Board Attorney

Motion by Kirvin, seconded by Martin to approve item XII-C; Motion carried 5-0

XIII. KAREN PEDDIE-HUMAN RESOURCES DIRECTOR

A. FCSD Group Term Life Insurance

Motion by Kirvin, seconded by Marshall to approve effective January 1, 2017 changing carriers to the Standard Life and making the retirees voluntary per the proposal from Standard Life; Motion carried 4-1 (Martin opposed)

B. 2016-17 PAEC Risk Management Agreement
C. 2016-17 PAEC TSA Consulting Contract
D. Summer Hours Recommendation
E. Request to Hire-K Polous
F. Request to Hire-R Benjamin
G. Request to Hire-S Sanders
H. Request to Hire-T Nichols

Motion by Martin, seconded by Thompson to approve items XIII-B, C, D, E, F, G and H; Motion carried 5-0

I. Bus Inspector

The Board expressed concern with Mr. Strange wearing too many hats including be a substitute bus driver. Mrs. Peddie explained how the District would have several substitute drivers this year. The Board discussed making sure students and parents are familiar with bus rules and the student code of conduct.

Motion by Kirvin, seconded by Marshall to approve item XIII-I; Motion carried 5-0

XIV. BUD STRANGE-MAINTENANCE & OPERATIONS MANAGER

NO ACTION ITEMS

XV. SUE SUMMERS-SPECIAL PROGRAMS DIRECTOR

A. 2016-17 Gaetz Aerospace Institute-Embry Riddle Agreement

Motion by Martin, seconded by Marshall to approve item XV-A; Motion carried 5-0

XVI. SHANNON VENABLE-FINANCIAL SERVICES DIRECTOR

DRAFT

FRANKLIN COUNTY SCHOOL BOARD
REGULAR MEETING
WILLIE SPEED BOARD ROOM

JULY 18, 2016

6:00 P.M.

MINUTES

BOARD MEMBERS PRESENT: Pam Shiver-Chair, George Thompson-Vice Chair, Pam Marshall, Stacy Kirvin and Teresa Ann Martin
OTHERS PRESENT: Nina Marks-Superintendent, Donna Duncan-Board Attorney and Monica Moron-Administrative Assistant

OTHERS ABSENT: Barbara Sanders-Board Attorney

NO ACTION ITEMS

Mr. Kirvin and Mrs. Venable discussed the increase in hours for the school psychologist from last year.

XVII. ADJOURNMENT

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

Chair Shiver adjourned the meeting at 6:55 p.m.

DRAFT

FRANKLIN COUNTY SCHOOL BOARD
SPECIAL MEETING
TENTATIVE BUDGET HEARING
WILLIE SPEED BOARD ROOM
JULY 26, 2016
5:15 P.M.
MINUTES

APPROVED
SEPT 6 2016
FRANKLIN COUNTY
SCHOOL BOARD

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

OTHERS PRESENT: Nina Marks-Superintendent, Donna Duncan-Board Attorney and Monica Moron-Administrative Assistant

OTHERS ABSENT: Barbara Sanders-Board Attorney

I. **CALL TO ORDER:** Chair Shiver called the meeting to order at 5:15 p.m.

II. **PUBLIC HEARING**
   A. 2016-17 Franklin County School District Tentative Millage
   B. 2016-17 Franklin County School District Tentative Budget

ENTERTAIN PUBLIC COMMENTARY ON TENTATIVE MILLAGE AND BUDGET ITEMS

Chair Shiver called for public input, however no one from the public address the Board.

Mr. Thompson suggested the Board reduce the capital outlay millage from the proposed 1.0 mill to .96 mils to compensate for the additional $44,000 in funding the District will receive from the ½ mill referendum. Mr. Thompson added he would like to cap the amount coming from the referendum to last year's amount of approx. $860,000 instead of the $904,589.85 expected this year. Mr. Thompson remarked based on the amount of community support we received for the referendum, we should try and give back.

After a lengthy discussion the Board asked Mrs. Venable, Financial Services Director, her recommendation and she recommended keeping the capital outlay millage at 1 mil.

Motion by Thompson, seconded by Kirvin to decrease capital outlay millage to .9600 mills; Motion failed 1-4 (Kirvin, Marshall Martin and Shiver opposed)

FOR BOARD ACTIONS/APPROVAL

III. **MILLAGE**
   A. **2016-17 Franklin County School District Tentative Millage**
      1. Required Local Effort (RLE) 3.5020

Motion by Martin, seconded by Marshal to approve the Required Local Effort (RLE) of 3.5020 mills; Motion carried 5-0

DRAFT

FRANKLIN COUNTY SCHOOL BOARD
SPECIAL MEETING
TENTATIVE BUDGET HEARING

WILLIE SPEED BOARD ROOM

JULY 26, 2016

5:15 P.M.

MINUTES

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

OTHERS PRESENT: Nina Marks-Superintendent, Donna Duncan-Board Attorney and Monica Moron-Administrative Assistant

OTHERS ABSENT: Barbara Sanders-Board Attorney

2. Basic Discretionary .07480

Motion by Marshall, seconded by Thompson to approve the Basic Discretionary of .07480 mills; Motion carried 5-0

3. Capital Outlay 1.0000

Motion by Kirvin, seconded by Marshall to approve Capital Outlay of 1.0000 mills; Motion carried 5-0

4. Additional 0.5000

Motion by Thompson, seconded by Martin to approve Additional 0.5000 mills; Motion carried 5-0

B. 2016-17 Franklin County School District Tentative Budget

Motion by Marshall, seconded by Kirvin to approve 2016-17 Franklin County School District Tentative Budget; Motion carried 5-0

C. Resolution Number 2016-002 adopting tentative millage rates.

Motion by Thompson, seconded by Martin to approve Resolution Number 2016-002 adopting tentative millage rates; Motion carried 5-0

D. **Resolution Number 2016-003 adopting tentative Budget.**

Motion by Thompson, seconded by Martin to approve Resolution Number 2016-003 adopting tentative Budget; Motion carried 5-0.

IV. **ADJOURNMENT**
Close Public Hearing on 2016-17 Franklin County School District Tentative Millage and Budget.

Chair Shiver closed Public Hearing on 2016-17 Franklin County School District Tentative Millage and Budget at 5:34 p.m.

DRAFT

FRANKLIN COUNTY SCHOOL BOARD
SPECIAL MEETING
WILLIE SPEED BOARD ROOM
JULY 26, 2016
IMMEDIATELY FOLLOWING BUDGET HEARING
MINUTES

APPROVED
SEPT 6 2016
FRANKLIN COUNTY
SCHOOL BOARD

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

OTHERS PRESENT: Nina Marks-Superintendent, Donna Duncan-Board Attorney and Monica Moron-Administrative Assistant

OTHERS ABSENT: Barbara Sanders-Board Attorney

I. **CALL TO ORDER-** Chair Shiver called the meeting to order at 5:37 p.m.
Superintendent Marks requested the following changes to the agenda:
Add V-D: 2016-17 New Hire Instructional Staff Salary Schedule
Add V-E: Request to Hire-J Rudd

Motion by Kirvin, seconded by Thompson to adopt agenda; Motion carried 5-0

II. **NINA M. MARKS-SUPERINTENDENT**

A. **New Program Recommendation**

Superintendent Marks gave a detailed explanation to the Board on her recommendation for District participation in the Navy National Defense Cadet Corp (NNDCC). The Board and Superintendent Marks discussed finding space on the campus to facilitate the program and what happens if the program fails and would the program be ready to go for the school year. The Board and Superintendent Marks discussed the cost associated with the program including the instructor and student materials. The Board discussed job duties and salary associated with the position.

Motion by Marshall, seconded by Martin to give leeway to move forward with new Navy ROTC program; Motion carried 5-0

III. **BARBARA SANDERS-BOARD ATTORNEY**

A. **City of Carrabelle-Municipal Complex-The Nest (no action taken)**

Attorney Duncan discussed with the Board relocating Nest Afterschool Program in Carrabelle. Mrs. Melanie Inzetta, Nest Project Coordinator addressed the Board and was of the opinion that the field house in Carrabelle would be adequate for the programs needs although some repairs would need to be done. Mrs. Marshall expressed concern about the field house not having windows suggested using the old bus barn which would require less work. Mr. Bud Strange, Facilities, Maintenance and Operations Manager, addressed the Board explaining the renovation cost to the field house approximately $200,000 and then proceeded to detail the list of extensive repairs. Mr. Kirvin suggested asking the City of Carrabelle to include the Nest in any new facility they build.

The Board recommended going back to the drawing board and come back with suggestions on a new location with options to discuss and suggested having someone from the City of Carrabelle to attend the meeting to discuss options.

DRAFT

FRANKLIN COUNTY SCHOOL BOARD
SPECIAL MEETING
WILLIE SPEED BOARD ROOM

JULY 26, 2016

IMMEDIATELY FOLLOWING BUDGET HEARING

MINUTES

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

OTHERS PRESENT: Nina Marks-Superintendent, Donna Duncan-Board Attorney and Monica Moron-Administrative Assistant

OTHERS ABSENT: Barbara Sanders-Board Attorney

IV. SONJA BUFFKIN-TRANSPORTATION MANAGER

A. Request to purchase buses

The Board and Ms. Buffkin discussed if purchasing a total of 5 buses would be cost effective, if the additional 2 buses were a need or a want and the impact of the purchase on capital outlay funds. The Board, Superintendent, Ms. Buffkin and Mr. Strange, Facilities, Maintenance and Operations Manager discussed the cost effectiveness of the buses by being able to transport more students, better fuel efficiency, decrease need for bus drives and elimination/combination of bus routes.

Mrs. Venable suggested the Board should consider purchasing the additional buses due to the length of time it takes to receive the buses which could be a year. Mr. Strange suggested purchasing at least 4 if not the total 5. Mr. Kirvin expressed concern at spending so much money at one time

Motion by Marshall seconded by Thompson to approve the purchase of 2 additional buses; Motion carried 4-1 (Kirvin opposed)

V. KAREN PEDDIE-HUMAN RESOURCE DIRECTOR

A. Additional Summer Hours

Motion by Thompson, seconded by Marshall to approve item V-A; Motion carried 5-0

B. MIS Supplement for July

Mr. Thompson asked what the amount would be and Mrs. Peddie responded it was around $800.
Mr. Thompson and Mrs. Peddie discussed the number of hours worked by this employee.

Motion by Kirvin, seconded by Thompson to approve item V-B; Motion carried 5-0

C. Resignation- J Creamer

Motion by Kirvin, seconded by Martin to approve item V-C; Motion carried 5-0

D. 2016-17 New Hire Instructional Staff Salary Schedule (ADDED AT MEETING)
Mrs. Peddie explained in detail the difference between this schedule and the old schedule adding the old schedule did not take into account teacher raises. The Board and Mrs. Peddie discussed this matter further.

DRAFT

FRANKLIN COUNTY SCHOOL BOARD

SPECIAL MEETING

WILLIE SPEED BOARD ROOM

JULY 26, 2016

IMMEDIATELY FOLLOWING BUDGET HEARING

MINUTES

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

OTHERS PRESENT: Nina Marks-Superintendent, Donna Duncan-Board Attorney and Monica Moron-Administrative Assistant

OTHERS ABSENT: Barbara Sanders-Board Attorney

Mrs. Shannon Venable, Financial Services Director, shared her explanation of the new salary schedule with the Board adding this schedule is a true reflection of where our current teachers sit on the schedule.

Motion by Kirvin, seconded by Thompson to approve item V-D; Motion carried 5-0

E. Request to Hire-Assistant Principal-J Rudd **(ADDED AT MEETING)**
At the urging of the Board, Mrs. Jill Rudd and introduced herself.

Motion by Kirvin, seconded by Thompson to approve item V-E; Motion carried 5-0

VI. SHANNON VENABLE-FINANCIAL SERVICES DIRECTOR

A. Purchase Orders over $10,000
Mrs. Marshall and Mrs. Venable discussed the rebate amount. Mr. Ward, President of Eagletree Technology, addressed the Board to explain how the rebates were included in current price adding these boards would be used by the teachers

Motion by Martin, seconded by Kirvin to approve item VI-A; Motion carried 5-0

VII. SUE SUMMERS-SPECIAL PROGRAMS DIRECTOR

A. 2016-17 FCS Code of Conduct-Elementary
The Board and Dr. Summers had a lengthy discussion on this item. The Board agreed to postpone this item until the August 1, regular meeting in order allow Dr. Summers to make additions/changes.

Motion by Kirvin, seconded by Martin to postpone item VII-A until the August 1, regular meeting; Motion carried 5-0

B. 2016-17 FCS Code of Conduct-Middle School
C. 2016-17 FCS Code of Conduct-High School

Motion by Thompson, seconded by Martin to postpone items VII-B and C until the August 1, regular meeting; Motion carried 5-0

VIII. ADJOURNMENT

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

Chair Shiver adjourned the meeting at 6:34 p.m.

DRAFT

FRANKLIN COUNTY SCHOOL BOARD
WORKSHOP
WILLIE SPEED BOARD ROOM
AUGUST 1, 2016
5:30 PM
MINUTES

APPROVED
SEPT 6 2016
FRANKLIN COUNTY
SCHOOL BOARD

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

BOARD MEMBERS ABSENT: Stacy Kirvin

OTHERS PRESENT: Nina Marks-Superintendent, Barbara Sanders-Board Attorney and Monica Moron-Administrative Assistant

I. **CALL TO ORDER- Chair Shiver called the workshop to order at 5:34 p.m.**

II. **BOARD INFORMATION COMMENTS/DISCUSSION ITEMS**

Board members and Dr. Sue Summers, Special Programs Director discussed the following topic regarding the FCS Code of Conduct:

Franklin County Schools Discipline Programs and the impact on student behavior

- Alternative School
- In-School-Suspension (ISS)
- Last Chance
- Opportunity to Improve (OTI)

The Board and Dr. Summers discussed this matter at length focusing on:

- student cell phones
- apparel
- student in good standing
- In-School-Suspension
- Excessive opportunities to improve (OTI)

Chair Shiver adjourned the workshop at 5:53 p.m.

DRAFT

FRANKLIN COUNTY SCHOOL BOARD
REGULAR MEETING
WILLIE SPEED BOARD ROOM

AUGUST 1, 2016

6:00 P.M.

MINUTES

APPROVED
SEPT 6 2016
FRANKLIN COUNTY
SCHOOL BOARD

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

BOARD MEMBERS ABSENT: Stacy Kirvin

OTHERS PRESENT: Nina Marks-Superintendent, Barbara Sanders-Board Attorney and Monica Moron-Administrative Assistant

I. **CALL TO ORDER/ADOPTION OF AGENDA-** Chair Shiver called the meeting to order at 6:02 p.m.
Superintendent Marks requested the following changes to the agenda;
Replace: XIII-C-Master Sublist-Updated with current document
Add: XIII-F-Request to Hire-Patti Lester
XIII-G-Request to Hire Gretchen Millender
XIII-H-Request to Hire-Eliza Joyner
XIII-I-Request to Hire-Russell Elser
XIII-J- Request to Hire-Aaron Bodin
XV-G 2016-17 Code of Conduct-Elementary-POSTPONED FROM 07/26/16
XV-H 2016-17 Code of Conduct-Middle School- POSTPONED FROM 07/26/16
XV-I 2016-17 Code of Conduct-High School- POSTPONED FROM 07/26/16
XV-J 2016-17 Student Progression Plan

Motion by Martin, seconded by Marshall to adopt the agenda; Motion carried 4-0

II. **INVOCATION AND PLEDGE OF ALLEGIANCE-** Pam Marshall

COMMENTS/DISCUSSION ITEMS

III. **NINA M MARKS-SUPERINTENDENT**
Superintendent Marks had nothing to bring before the Board

IV. **BOARD MEMBERS**
Mr. Thompson had nothing to bring before the Board.

Ms. Martin:

- Discussed with Superintendent Marks about putting new student programs on the website so everyone would know about them.
- Asked Mrs. Venable-Financial Services Director, to make sure all retirees get a letter about the life insurance policy changes.

Shiver:

- Discussed Dr. Sue Summers, Special Programs Director, accomodations for gifted students
- No nit, 24 hour return call and employee etiquette policies.
- Discussed with Mrs. Venable, Financial Services Director the amount of teacher classroom

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

BOARD MEMBERS ABSENT: Stacy Kirvin

OTHERS PRESENT: Nina Marks-Superintendent, Barbara Sanders-Board Attorney and Monica Moron-Administrative Assistant

allocation funds, when the funds would be distributed and purchasing supplies in bulk. Prinipal Bray addressed the Board and explained that she would be purchasing teacher supplies from the Verizon funds allocated by the Board for her to use. Mrs. Marshall asked if the Board could match the lead money funds that come from the state.

Marshall-Nothing to bring before the Board

Chair Shiver announced that stuff the bus would take place on 08/27 in various locations within the county

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

VI. PUBLIC/VISITOR COMMENTS
There were no comments from the public

BOARD ACTION ITEMS

VII. CONSENT ITEMS

A. Bills-07-20-16 $348,977.61
B. Minutes-07-05-16 Regular Meeting

Motion by Thompson, seconded by Marshall to approve items VII-A and B; Motion carried 4-0

VIII. PURCHASE ORDERS OVER $10,000

A. Howard Technology Solutions $143,180

Motion by Marshall, seconded by Martin to approve item VIII-A; Motion carried 4-0

IX. KRIS BRAY-FCS PRINCIPAL
NO ACTION ITEMS

X. SONJA BUFFIN-TRANSPORTATION MANAGER
NO ACTION ITEMS

DRAFT

FRANKLIN COUNTY SCHOOL BOARD
REGULAR MEETING
WILLIE SPEED BOARD ROOM

AUGUST 1, 2016

6:00 P.M.

MINUTES

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

BOARD MEMBERS ABSENT: Stacy Kirvin

OTHERS PRESENT: Nina Marks-Superintendent, Barbara Sanders-Board Attorney and Monica Moron-Administrative Assistant

XI. TERRY HILTON-FOOD SERVICE DIRECTOR
NO ACTION ITEMS

XII. NICK O'GRADY-CURRICULUM & FEDERAL PROGRAMS DIRECTOR
NO ACTION ITEMS

XIII. KAREN PEDDIE-HUMAN RESOURCES DIRECTOR

A. 12 Month Dean of Student Position

Mrs. Peddie explained the need for this positon. Attorney Sanders suggested adding administrative experience to the title of the position. Chair Shiver suggested making it mandatory that this position attend school based events. The Board requested a policy be created making it mandatory for deans to attend sporting events and adding the language into the dean contract. The Board and Mrs. Peddie discussed this matter at length.

Mr. Thompson remarked that he would like to see the dean stay after to accommodate working parents. Mr. Thompson and Mrs. Peddie discussed the current role and responsibilities of a dean.

Motion by Martin, seconded by Marshall to approve item XIII-A; Motion failed 0-4

B. Athletic Coach Job Description-Revised

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

C. Master Sub-List-August-Updated

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

D. Request to Hire-K. Siprell
E. Request to Hire-T Blackman
F. Request to Hire-Patti Lester-ADDED AT MEETING
G. Request to Hire-Gretchen Millender-ADDED AT MEETING
H. Request to Hire-Eliza Joyner-ADDED AT MEETING
I. Request to Hire-Eliza Joyner-ADDED AT MEETING
J. Request to Hire-Aaron Bodin-ADDED AT MEETING

Mrs. Peddie and Mr. Thompson discussed filling the remaining instructional positions.

Motion by Martin, seconded by Marshall to approve items XIII-D, E, F, G, H, I & J; Motion carried 4-0

DRAFT

FRANKLIN COUNTY SCHOOL BOARD
REGULAR MEETING
WILLIE SPEED BOARD ROOM

AUGUST 1, 2016

6:00 P.M.

MINUTES

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

BOARD MEMBERS ABSENT: Stacy Kirvin

OTHERS PRESENT: Nina Marks-Superintendent, Barbara Sanders-Board Attorney and Monica Moron-Administrative Assistant

XIV. BUD STRANGE-MAINTENANCE & OPERATIONS MANAGER
NO ACTION ITEMS

XV. SUE SUMMERS-SPECIAL PROGRAMS DIRECTOR

A. 2016-17 ESE Transportation Letter

Motion by Martin, seconded by Thompson to approve item XV-A; Motion carried 4-0

B. 2016-17 FCSB & FCHD MOA

Motion by Martin, seconded by Thompson to approve item XV-B; Motion carried 4-0

C. 2016-17 Franklin County & CACA-Head Start LEA Agreement
Chair Shiver and Dr. Summers discussed the merits of the agreement.

Motion by Marshall, seconded by Martin to approve item XV-C; Motion carried 4-0

D. 2016-17 Occupational Therapy Agreement

Motion by Martin, seconded by Thompson to approve item XV-D; Motion carried 4-0

E. 2016-17 Speech & Language Therapy Services
Dr. Summers explained there was a slight increase in the fee due to an increase in her qualifications.

Motion by Marshall, seconded by Thompson to approve time XV-E; Motion carried 4-0

Dr. Summers and Mr. Thompson discussed the increase in the hours of the psychological services contract.

F. FCSB and Franklin's Promise Partnership Agreement
Mr. Joe Taylor Executive Director of Franklin's Promise Coalition and Dr. Summers discussed the new partnership agreement with the Board. They talked about the numerous areas involved in providing putting this program together and the future benefits to the community. The Board and Attorney Sanders, Mr. Taylor and Dr. Summers discussed at length the costs associated with the program.

DRAFT

FRANKLIN COUNTY SCHOOL BOARD
REGULAR MEETING
WILLIE SPEED BOARD ROOM

AUGUST 1, 2016

6:00 P.M.

MINUTES

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

BOARD MEMBERS ABSENT: Stacy Kirvin

OTHERS PRESENT: Nina Marks-Superintendent, Barbara Sanders-Board Attorney and Monica Moron-Administrative Assistant

James Wagner, program participant explained to the Board why he likes the program.

Motion by Martin, seconded by Marshall to approve the contract adding language that the contract not exceed student FTE provisions as stated by Dr. Summers; Motion carried 3-1 (Thompson opposed)

G. 2016-17 Code of Conduct-Elementary-POSTPONED FROM 07/26/16

Motion by Martin, seconded by Thompson to approve item XV-G; Motion carried 4-0

H. 2016-17 Code of Conduct-Middle School- POSTPONED FROM 07/26/16

Motion by Marshall, seconded by Thompson to approve item XV-H; Motion carried 4-0

I. 2016-17 Code of Conduct-High School- POSTPONED FROM 07/26/16

Motion by Martin, seconded by Thompson to approve item XV-I; Motion carried 4-0

J. 2016-17 Student Pupil Progression Program-ADDED AT MEETING

Motion by Thompson, seconded by Marshall to approve item XV-J; Motion carried 4-0

XVI. SHANNON VENABLE-FINANCIAL SERVICES DIRECTOR

A. June Superintendent's Financial Report

GENERAL FUND ANALYSIS	Jun-16	Jun-15
REVENUES COLLECTED TO DATE:	12,115,939	11,362,719
% REVENUES COLLECTED TO DATE:	100%	100%
EXPENDITURES TO DATE:	11,665,738	10,871,694
% EXPENDITURES TO DATE:	100%	100%
% of year complete	100%	

ENDING FUND BALANCE	Projected 6/30/2016	Ended 6/30/2015
UNRESTRICTED FUND BALANCE	1,638,226	1,337,158
RESTRICTED FUND BALANCE	371,463	247,317
ASSIGNED FUND BALANCE	24,987	-
TOTAL FUND BALANCE	2,034,676	1,584,475
FUND BALANCE %	14.23%	12.03%

Motion by Martin, seconded by Thompson to approve item XVI-A; Motion carried 4-0

XVII. ADJOURNMENT

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

Chair Shiver adjourned the meeting at 7:22 p.m.

FRANKLIN COUNTY SCHOOL BOARD
EMERGENCY MEETING
WILLIE SPEED BOARD ROOM
AUGUST 9, 2016
12:00 NOON
MINUTES

APPROVED
SEPT 6 2016
FRANKLIN COUNTY
SCHOOL BOARD

BOARD MEMBERS PRESENT: Pam Shiver-Chair, Pam Marshall and Teresa Ann Martin

BOARD MEMBERS ABSENT- George Thompson-Vice Chair and Stacy Kirvin

OTHERS PRESENT: Nina Marks-Superintendent, Barbara Sanders-Board Attorney and Monica Moron-Administrative Assistant

I. **CALL TO ORDER-**Chair Shiver called the meeting to order at 12:00 p.m.
Superintendent Marks requested the following changes to the agenda:
II-E Request to Hire-A Turner
II-F Resignation-K Bray

Motion by Marshall, seconded by Martin to approve the agenda with changes; Motion carried 3-0

II. **KAREN PEDDIE-HUMAN RESOURCE DIRECTOR**

A. August Sub-List-Updated 08/04/16

Motion by Martin, seconded by Marshall to approve item II-A; Motion carried 3-0

B. Request to Hire-C. Franklin

Motion by Marshall, seconded by Martin to approve item II-B; Motion carried 3-0

C. Request to Hire-J. Robinson

Motion by Martin, seconded by Marshall to approve item II-C; Motion carried 3-0

D. Request to Hire-T. Davis

Motion by Marshall, seconded by Martin to approve item II-D; Motion carried 3-0

E. Request to Hire-A. Turner **(ADDED AT MEETING)**

Motion by Martin, seconded by Marshall to approve item II-E; Motion carried 3-0

F. Resignation-K. Bray **(ADDED AT MEETING)**

Superintendent Marks remarked the District will move quickly on replacing Principal Bray. Mrs. Karen Peddie, HR Director, informed the Board that with their acceptance of resignation they were releasing her from her contract adding the positon is being advertised per Board policy. Mrs. Peddie remarked the District would be looking for someone with experience. The Board and Mrs. Peddie discussed this matter further.

Motion by Marshall, seconded by Martin to approve item II-E; Motion carried 3-0

Mrs. Peddie and Chair Shiver discussed how the District could hire a part-time teacher. Mrs. Peddie and Attorney Sanders discussed her pay schedule, number of hours per week and benefits. Mrs. Peddie remarked that the district has hired a total of 19 new teachers this year. The Board and Mrs. Peddie discussed bus driver training and filling any open positions.

DRAFT

FRANKLIN COUNTY SCHOOL BOARD

EMERGENCY MEETING

WILLIE SPEED BOARD ROOM

AUGUST 9, 2016

12:00 NOON

MINUTES

BOARD MEMBERS PRESENT: Pam Shiver-Chair, Pam Marshall and Teresa Ann Martin

BOARD MEMBERS ABSENT- George Thompson-Vice Chair and Stacy Kirvin

OTHERS PRESENT: Nina Marks-Superintendent, Barbara Sanders-Board Attorney and Monica Moron-Administrative Assistant

III. SUE SUMMERS-SPECIAL PROGRAMS DIRECTOR

A. Purchase Orders over $10,000

Motion by Martin, seconded by Marshall to approve item III-A; Motion carried 3-0

IV. ADJOURNMENT

Motion by Marshall, seconded by Martin to adjourn; Motion carried 3-0

Chair Shiver adjourned the meeting at 12:14 p.m.

DRAFT

FRANKLIN COUNTY DISTRICT SCHOOLS

Administrative Offices
85 School Road Suite 1
Eastpoint FL 32328
(850) 670-2810-Phone (850) 670-8579-Fax

Nina M Marks
Superintendent

TOGETHER EVERYONE ACHIEVES MORE

DATE: August 29, 2016

TO: Nina M. Marks, Superintendent

FROM: Richie Herrington, Coordinator of Assessment and MIS and Kevin Ward EagleTree Technologies

RE: Zones Purchase Order

The reason this purchase order is being re-submitted for approval to is to replace vendors. The initial company Impero approved by the Board on August 15, 2016, is not on the list of companies approved to do business in the US. This list shows all companies in good standing with no reported problems or disputes in the US.

Impero is a European company that uses Zones to sell their software in the US and since Zones is on the approved company list and we will be utilizing the quote from this company. Please note this purchase order is not an addition but a replacement for the previous quote received from Impero.

Respectfully Submitted

Richie Herrington

Kevin Ward

APPROVED
SEPT 6 2016
FRANKLIN COUNTY
SCHOOL BOARD

District 1 George Thompson Vice Chair
District 2 Pam Marshall
District 3 Teresa Ann Martin
District 4 Stacy Kirvin
District 5 Pam Shiver Chair

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QUOTE 1

ZONES™
Connecting Business & Technology

APPROVED
SEPT 6 2016
FRANKLIN COUNTY
SCHOOL BOARD

8/22/2016

Bill To:
FRANKLIN CO SCHOOL DISTRICT
Franklin County School District
85 School Road, Suite One
Eastpoint,FL 32328
Phone : (850) 670-2810

Ship To:
RICHIE HERRINGTON
FRANKLIN CO SCHOOL DISTRICT
1250 HWY 98
EASTPOINT, FL 32328
USA

Account # 0071067861
Quote : K0428417
PO# :

Software prices subject to change
Hardware quotes are valid for 7 business days
Memory Prices are valid for 24 hours only, call for verification

REMIT PAYMENT TO:
ZONES INC
P.O. BOX 34740
SEATTLE WA 98124-1740

PLEASE SEND PURCHASE ORDERS DIRECTLY TO YOUR ZONES ACCOUNT EXECUTIVE VIA FAX OR EMAIL

Colin Rodnick
Account Executive
Phone:(253) 205-3607
Fax:(253) 205-2607
Email:Colin.Rodnick@zones.com

Item #	Qty.	Mfr. Name	Description	Manufacturers Part #	Unit Price	Total
003524131-NEW	700	IMPERO SOLUTIONS LTD	Education Pro device - Perpetual licence (not incl. Patch)	EDU-P01	12.00	8400.00
003524132-NEW	60	IMPERO SOLUTIONS LTD	Education Pro console - Perpetual licence - FREE	EDU-P03 -F		0.00
003524133-NEW	2	IMPERO SOLUTIONS LTD	Education Pro Server - Perpetual Licence - FREE	EDU-P04-F		0.00
003524135-NEW	1790	IMPERO SOLUTIONS LTD	Education Pro Perpetual Licence Support 1st year FREE	SUP-003		0.00
003893824-NEW	2100	IMPERO SOLUTIONS LTD	Patch device licence (SaaS)	PAT-001	2.25	4725.00
003524136-NEW	3580	IMPERO SOLUTIONS LTD	Education Pro Perpetual Support	SUP-001	3.60	12888.00
004234350-NEW	1090	IMPERO SOLUTIONS LTD	Education Pro Mobile device - Perpetual licence	EDU-PO1-M	7.22	7869.80

ASK US ABOUT
Installation Services
On-site Technical Services and Hourly Service Rates
Remote Help Desk and Remote Network OS Support

Visit us on the web: **http://www.zones.com**

Sub-Total:	**$33882.80**
Estimated Sales Tax:	$0.00
Electronic Delivery:	$0.00
Grand Total:	**$33882.80**

24 Mo. $1 Out lease for 1570.13 per month
36 Mo. $1 Out lease for 1085.27 per month
Please Note: Lease Amounts Exclude Tax

**** to be paid from 110 7400 691 0091 7517 Digital Classrooms**

Zones, Inc
1102 15th St. SW Suite 102
Auburn, WA 98001
Phone: (800) 419-9663

BBB Member Better Business Bureau Serving Oregon & Western Washington

CERTIFIED as an NMBC MINORITY BUSINESS ENTERPRISE by the NMSDC

Shipping Terms: For all shipments, Zones will arrange for shipping to the customer's destination; however, such costs are the responsibility of the customer. For shipments made during the seven calendar days preceding the end of each calendar quarter, title and risk of loss will pass to the customer upon delivery by Zones to the carrier. For all orders shipped within this seven day period, Zones will obtain third-party insurance at its own expense and will assist the customer in filing any claims with the insurance company arising from loss or damage to the shipment during transit. Prices are quoted by volume, and are subject to change without notice. Products sold by Zones are third party products and are subject to the warranties and representations of the applicable manufacturers.
RETURNS: No returns will be accepted without a Return Authorization (RA) Number, requested within 14 days from the invoice date. Software licensing and special-order products are non-returnable. Other products are subject to manufacturer return policies and restrictions. Additional Terms and Conditions apply and are available on our website.

WE APPRECIATE THIS OPPORTUNITY TO EARN YOUR BUSINESS. AND LOOK FORWARD TO SERVING YOU SOON! THANK YOU!

QUOTE 2

Company Address	130-A W. Cochran St. Simi Valley, CA 93065 US	Created Date	8/25/2016
		Expiration Date	9/15/2016
		Quote Number	00041286

Prepared By	Aaron Toczynski	Account Name	Franklin County School District (FL)
Phone	(805) 202-5560	Contact Name	Kevin Ward
Email	aaron.toczynski@schooltechsupply.com	Phone	(850) 899-5013
Fax	(888) 801-3381	Email	kward@eagletreetech.com

Bill To Name	Franklin County School District (FL)	Ship To Name	Franklin County School District (FL)
Bill To	85 School Road, Ste One Eastpoint, FL 32328 USA	Ship To	85 School Road, Ste One Eastpoint, FL 32328 USA

Product	Quantity	Line Item Description	Sales Price	Calculated Total Price
EDU-P01	700.00	Education Pro device - Perpetual licence	$12.00	$8,400.00
EDU-P01-M	1,090.00	Education Pro Mobile device - Perpetual licence	$8.40	$9,156.00
EDU-P03-F	60.00	Education Pro console - Perpetual licence - FREE	$0.00	$0.00
EDU-P04-F	2.00	Education Pro Server - Perpetual Licence - FREE (per customer)	$0.00	$0.00
PAT-001	700.00	Patch device licence (SaaS)	$6.75	$4,725.00
SUP-001	1,790.00	(Year 2&3) Unlimited Education Pro - Support, Professional Development, Upgrade Protection	$7.20	$12,888.00

Subtotal	$35,169.00
Grand Total	$33,880.20

All computers are reconditioned, unless otherwise noted.
All sales are subject to applicable sales tax.

Financing options available on Approved Credit.

To accept this quote, please sign below, and submit either a purchase order or the attached Order Form.

Accepted By: _____

*APPROVED
AUG 15 2016
FRANKLIN COUNTY
SCHOOL BOARD

QUOTE 3

Impero Solutions Ltd
Oak House, Mere Way
Ruddington Fields Business Park
Nottingham
NG11 6JS, United Kingdom

(IMP-R16)
Date : 28 July 2016
Valid Until: 10 August 2016
Quote #: FRANK/AI/2872016
Client Ref: FRANK
Account Manager: Alexandra Ingram

Impero Quotation for Franklin County School District
Quotation prepared by - Alexandra Ingram

1 Year Quotation

Part Code	Product	Description	Quantity	No of Years	Rate (USD)	Amount (USD)
EDU-P01	Impero Education Pro	Education Pro device - Perpetual licence (not incl. Patch)	700		12.00	8,400.00
EDU-P01-M	Impero Education Pro	Education Pro Mobile device - Perpetual licence	1090		8.40	9,156.00
EDU-P03 -F	Impero Education Pro	Education Pro console - Perpetual licence - FREE	60		0.00	0.00
EDU-P04-F	Impero Education Pro	Education Pro Server - Perpetual Licence - FREE	2		0.00	0.00
PAT-001	Impero Patch Manager	Patch device licence (SaaS)	700	1.00	2.25	1,575.00
SUP-003	Impero Support Expert	Education Pro Perpetual Licence Support: 1st year FREE	1790	1.00	0.00	0.00
	Additional Notes					

Product prices listed do not include Sales Tax. Sales Tax is charged at the applicable rate. For all quotes issued to the EU, Sales Tax is charged at the applicable rate unless a valid business Sales Tax registration number is provided to us. All quotes are valid until the date specified. Standard license terms and conditions apply. One Impero Server license is included with the initial sale of Impero Education Pro or Impero Remote Manager. Additional Server or Console licenses are chargeable and are added upon request to the above. Standard payment terms are 30 days. E&OE

Total	19,131.00

* 3 Year Quotation

Part Code	Product	Description	Quantity	No of Years	Rate (USD)	Amount (USD)
EDU-P01	Impero Education Pro	Education Pro device - Perpetual licence (not incl. Patch)	700		12.00	8,400.00
EDU-P01-M	Impero Education Pro	Education Pro Mobile device - Perpetual licence	1090		8.40	9,156.00
EDU-P03 -F	Impero Education Pro	Education Pro console - Perpetual licence - FREE	60		0.00	0.00
EDU-P04-F	Impero Education Pro	Education Pro Server - Perpetual Licence - FREE	2		0.00	0.00
PAT-001	Impero Patch Manager	Patch device licence (SaaS)	700	3.00	2.25	4,725.00
SUP-003	Impero Support Expert	Education Pro Perpetual Licence Support: 1st year FREE	1790	1.00	0.00	0.00
SUP-001	Impero Support Expert	Education Pro Perpetual Support	1790	2.00	3.60	12,888.00
		Discount for multi - year purchase				-1,288.80
	Additional Notes					

Product prices listed do not include Sales Tax. Sales Tax is charged at the applicable rate. For all quotes issued to the EU, Sales Tax is charged at the applicable rate unless a valid business Sales Tax registration number is provided to us. All quotes are valid until the date specified. Standard license terms and conditions apply. One Impero Server license is included with the initial sale of Impero Education Pro or Impero Remote Manager. Additional Server or Console licenses are chargeable and are added upon request to the above. Standard payment terms are 30 days. E&OE

Total	33,880.20

5 Year Quotation

Part Code	Product	Description	Quantity	No of Years	Rate (USD)	Amount (USD)
EDU-P01	Impero Education Pro	Education Pro device - Perpetual licence (not incl. Patch)	700		12.00	8,400.00
EDU-P01-M	Impero Education Pro	Education Pro Mobile device - Perpetual licence	1090		8.40	9,156.00
EDU-P03 -F	Impero Education Pro	Education Pro console - Perpetual licence - FREE	60		0.00	0.00
EDU-P04-F	Impero Education Pro	Education Pro Server - Perpetual Licence - FREE	2		0.00	0.00
PAT-001	Impero Patch Manager	Patch device licence (SaaS)	700	5.00	2.25	7,875.00
SUP-003	Impero Support Expert	Education Pro Perpetual Licence Support: 1st year FREE	1790	1.00	0.00	0.00
SUP-001	Impero Support Expert	Education Pro Perpetual Support	1790	4.00	3.60	25,776.00
		Discount for multi-year purchase				-5,155.20
	Additional Notes					

Product prices listed do not include Sales Tax. Sales Tax is charged at the applicable rate. For all quotes issued to the EU, Sales Tax is charged at the applicable rate unless a valid business Sales Tax registration number is provided to us. All quotes are valid until the date specified. Standard license terms and conditions apply. One Impero Server license is included with the initial sale of Impero Education Pro or Impero Remote Manager. Additional Server or Console licenses are chargeable and are added upon request to the above. Standard payment terms are 30 days. E&OE

Total	46,051.80

Thank you for your business

Impero Solutions Ltd
Oak House, Mere Way
Ruddington Fields Business Park
Nottingham
NG11 6JS, United Kingdom

+44 (0) 1509 611 341 / US Toll Free: 877 883 4370
sales@imperosoftware.co.uk
Registered in England and Wales #6106013
vat reg # GB190997749
© Impero Solutions Ltd

impero education pro
impero remote manager

Nina M Marks
Superintendent

FRANKLIN COUNTY DISTRICT SCHOOLS

Administrative Offices
85 School Road Suite 1
Eastpoint FL 32328
(850) 670-2810-phone (850) 670-8579-fax



TOGETHER
EVERYONE
ACHIEVES
MORE

APPROVED
SEPT 6 2016
FRANKLIN COUNTY
SCHOOL BOARD

August 25, 2016

Jason Graham
Florida Department of Education
Turlington Building, Suite 124
325 West Gaines Street
Tallahassee, FL 32399-0400

Dear Mr. Graham:

On behalf of the School Board of Franklin County, Florida we verify approval of the Panhandle Area Educational Consortium's (PAEC's) Master Inservice Plan.

The PAEC Master Inservice Plan was presented to our school board and was approved on September 06, 2016.

_____ _____
Superintendent of Schools Date

_____ _____
Chairperson Date

District 1
George Thompson
Vice Chair

District 2
Pam Marshall

District 3
Teresa Ann Martin

District 4
Stacy Kirvin

District 5
Pam Shiver
Chair

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www.franklincountyschool.org

Panhandle Area Educational Consortium

Master In-service Plan

2012-2017

Serving:

- Calhoun
- FAMU-DRS
- Franklin
- FSUS-Broward
- Gadsden
- Gulf
- Holmes
- Jackson
- Jefferson
- Liberty
- Madison
- Taylor
- Wakulla
- Walton
- Washington

Also Serving:

- Bay County—Gifted Endorsement only
- Florida Virtual School—Master In-service Plan only

PAEC

Lele Sobey, Interim Executive Director

877-873-7232, ext. 2263

Lele_sobey@paec.org

2015 Renewal

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MISSION

The mission of the Panhandle Area Educational Consortium (PAEC) is to enable all member and participating school districts to attain their goals by providing leadership and support services, maximizing the use of resources, linking schools, and facilitating communication across the consortium. 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 Standards for member and participating districts.

RATIONALE

Professional learning is changing, and small districts benefit from their collaboration in the Master Inservice Plan developed by PAEC. The plan serves as the foundation upon which each member and participating district builds their professional development system to enable staff to reach their full potential and maximize their effectiveness as teachers, leaders and facilitators of learning. To meet this goal the MIP is aligned with the standards contained in Florida's Professional Development Protocol, and the PAEC Professional Development Center incorporates research from the National Staff Development Council (now Learning Forward) to guide professional learning opportunities provided within the districts.

MASTER INSERVICE PLAN ADVISORY COMMITTEE

Sara Joe Wooten, Gulf County	Debbie Kerr, Walton County
Cheryl McDaniel, Jackson County	Bill Lee, Washington County
Beth Mims, Wakulla County	Rusty Holmes, PAEC
Kay Dailey, Walton County	Sharon Mitchell, PAEC
	Faye Yongue, PAEC

MANAGEMENT

One of the major impediments to authentic change is "the presence of too many disconnected, episodic, piecemeal and superficially adorned projects" according to Michael Fullan (2001.p. 109). As the professional learning facilitator for multiple districts and many school communities it would be easy for the consortium to become fractured in its focus, however the PAEC Professional Development Center (PDC) management system allows the implementation of focused, data-driven professional learning activities based upon the school improvement needs of each school and district. Staff from each member district serves on the PDC Advisory Council. The Master Inservice Plan is reviewed by the Council and subsequently presented to their respective school board for approval.

ONLINE MANAGEMENT THROUGH THE ELECTRONIC PROFESSIONAL DEVELOPMENT CONNECTION (EPDC)

The electronic Professional Development Connections (ePDC) at PAEC is an online professional development management system available to the member districts. This electronic system allows teachers to register for staff development activities, report impact of participation in staff development activities, track their inservice points, complete a needs assessment and complete their Individual Professional Learning Plan effectively and efficiently. The system also permits school and district administrators to create and retrieve courses; manage attendance, follow-up and course completion; email participants; align course offerings with teacher needs and document implementation and impact of training 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

National Staff Development Standards and the Florida Professional Development Evaluation System Protocol serve as the guide for the design of the Master Inservice Plan. There are four major areas implemented at the teacher, school and district level – Planning, Learning, Implementing, and Evaluating.

Planning occurs at the individual/faculty, school and district levels. Teachers review previous and current student data, school improvement goals and initiatives and complete a personal needs assessment. Then each educator identifies personal learning goals and develops an Individual Professional Learning Plan (IPLP) 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 an evaluation plan to determine the effectiveness of professional learning activities. The final IPLP is signed by both the educator and the

administrator with 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. District data is used in planning the PAEC Master Inservice Plan.

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 maintains an assessment of training 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 twelve Educator Accomplished Practices and is designed to yield result and data reports for the Professional Development System Evaluation Protocol at each level- Faculty, School, and District in the areas of planning, delivery, follow-up and evaluation.

District personnel may generate customized reports or they may request copies of customized Professional Development Needs Assessment Reports from PAEC. Results of the assessment are used by PAEC staff to plan professional learning programs for districts and schools. Also, districts and schools consider the assessment results, along with student performance data, school improvement goals, personal growth objectives, as the professional learning is planned at those levels.

A copy of the electronic Professional Development Needs Assessment may be found on the following pages or by searching for "Needs Assessment" at www.paec.org.

Learning opportunities are provided to meet the 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 and measure the impact on student learning in a collegial atmosphere. For instructional personnel learning opportunities focus on 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, or school safety.

Implementing newly acquired skills and knowledge in a sustained and supported effort is necessary for changes in 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. Processes for follow-up and support for implementation of the professional learning are included with all learning components in the 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 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 test results, student 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 revision of the component is needed.

Annually, professional learning activity reports are provided to each district. 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.

ALIGNMENT WITH THE FLORIDA EDUCATOR ACCOMPLISHED PRACTICES

The Florida 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 new FEAPs are fewer in number and are based on essential foundational principles. In addition, the six (6) FEAPs are organized around the instructional process and professional expectations, with each FEAP clearly defined by a series of descriptors which constitute the full definition for that FEAP.

Individual school districts will use the FEAPS as the basis to craft or select more specific observable performance indicators and/or performance tasks for their evaluation systems.

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:
   a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
   b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
   c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
   d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
   e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
   f. Applies technology to organize and integrate assessment information.

B. **Continuous Improvement, Responsibility and Ethics**

1. Continuous Professional Improvement. The effective educator consistently:
   a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
   b. Examines and uses data-informed research to improve instruction and student achievement;
   c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
   d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
   e. Implements knowledge and skills learned in professional development in the teaching and learning process.

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.

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.

MASTER INSERVICE PLAN COMPONENTS -- ALPHABETICAL

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. (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 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	
Preschool/Child Care	2-012-001	
Professional Learning Communities	2-400-001	
School Improvement	7-512-001	

School Principal	7-507-002	
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 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
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
School Principal	7-507-002
Teacher Evaluation Training	7-507-003
Leadership Evaluation Training	7-507-004
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

Endorsements or Alternative Certification Activities

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

ESE – SEVERE AND PROFOUND DISABILITIES ENDORSEMENT PROGRAM

Title Of Component	Component Number	# Inservice Points Required
Nature of Profound Mental Disabilities and Intervention Strategies for Educating Students	4-102-501	60
Atypical Child Development and Assessment of Students with Severe or Profound Disabilities	5-101-515	60
Transition Planning and Interdisciplinary Teaming for Students with Severe and Profound Disabilities	3-100-501	60
Field-Based Experience with Students with Severe and Profound Disabilities	2-100-544	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
E-R-T Practicum	2-705-527	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

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

CAREER AND TECHNICAL EDUCATION

Component Identifier Number: **1-211-001** **or** **1-105-001 (ESE)**
Maximum Inservice Points: **120**

General Objective(s):
The purpose of this component is to provide participants with updated knowledge and skills in the specified Career and Technical Education areas in order to improve student achievement.

Specific Objective(s):
Professional learning registered within this component should focus on one or more of the specific objectives listed below:

1. Demonstrate knowledge of the philosophy of Career and Technical Education which includes its history, significant legislation, and State and local policies and procedures.
2. Demonstrate knowledge of the organization, operation and maintenance of Career and Technical Education, student organizations and program advisory committee.
3. Demonstrate knowledge of employment opportunities or further educational opportunities for students and the impact of this training on the economic development of the community.
4. Update knowledge and skills, trends, issues and research about specific Career and Technical Education areas in order to develop a quality program.
5. Determine the sequence of concepts, prerequisite knowledge, skills and appropriate time frame to be included in the curriculum and/or units of instruction.
6. Develop lesson plans and field and career shadowing experiences based on program standards, curriculum frameworks, student performance standards, employer occupational requirements, student needs, student abilities, and student interests.
7. Identify and set criteria to be used in selecting text, software, and instructional materials.
8. Demonstrate teaching techniques which include introducing and summarizing lessons, demonstrating occupational skills, teaching concepts and principles, using oral questioning techniques, using the cooperative learning strategies, and directing student laboratory experience.
9. Identify special needs of students and implement teaching and counseling strategies to promote their learning.
10. Determine the techniques and skills necessary for effective classroom management.

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:	S1

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 Statues 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 materilas 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

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

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

1. IDENTIFICATION:
TITLE: Instructional Leadership – School Principal Level II
COMPONENT NUMBER: 7-507-002

Function: 7
Focus Area: 507
Local Sequence Number(s): 001 or 002, respectively

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: Florida Protocol Standards supported by this component:

	Educator	School	District
Planning	☒1.1.3	☒2.1.1	☒3.1.1,3.1.2, 3.1.6
Learning	☒1.2.1,1.2.2,1.2.3,1.2.4,1.2.5,1.2.6		
Implementing	☒1.3.1, 1.3.2, 1.3.3		☒ 3.3.2
Evaluating	☒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 <u>use</u> the evaluation <u>impact</u> 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.

Date approved: Click here to enter text.
Department: Click here to enter text.
Name(s) of Component Author(s): Panhandle Area Educational Consortium Professional Development Center

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:
Follow-up Methods:
Evaluation Methods:
FEAP:
FPLS:

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 Content: English/Language Arts
COMPONENT NUMBER: 1-008-001/1-105-006(ESE)

Function: 1
Focus Area: 008 or 105
Local Sequence Number(s): 001 or 002, respectively

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	☐	☒2.1.1, 2.2.1	
Learning	☒1.2.1,1.2.2,1.2.3,1.2.4,1.2.5	☒2.2.2, 2.2.3, 2.2.4	
Implementing	☒1.3.1,1.3.2,1.3.3	☒2.3.1, 2.3.2, 2.3.3	☒
Evaluating	☒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.

Date approved: Click here to enter text.
Department: Click here to enter text.
Name(s) of Component Author(s): Panhandle Area Educational Consortium Professional Development Center

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 filed 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

FOREIGN (WORLD) LANGUAGE SUBJECT CONTENT

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 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 Standards for Technology Standards for Technology in Education - 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 Standards for Technology in Education - 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	☒1.1.3	☒2.1.1	
Learning	☒1.2.1,1.2.2,1.2.3,1.2.4,1.2.5,1.2.6		
Implementing	☒1.3.1, 1.3.2, 1.3.3		
Evaluating	☒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:

4. Participate and engage in structured learning opportunities.
5. 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 development 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:

3. Extent to which use of technology solutions impacted student learning, engagement, and/or classroom environment.
4. 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?

f. Online "Professional Learning Design" Survey
g. 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.
h. 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.
Date approved: Click here to enter text.
Department: Click here to enter text.
Name(s) of Component Author(s): Panhandle Area Educational Consortium's Professional Development Center

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

FDOE
DATABASE REQUIREMENTS – DATA ELEMENTS
&
REPORTING CODES

FLORIDA DEPARTMENT OF EDUCATION INFORMATION DATABASE REQUIREMENTS
AUTOMATED STAFF INFORMATION SYSTEM

REPORTING FORMATS: STAFF PROFESSIONAL DEVELOPMENT

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

*An out-of-field teacher for whom the most critical and primary purpose of the inservice is "add-on" endorsement.

**All Non-Certified personnel should be included in this category. Certified personnel may be included only if none of the categories above is appropriate.

***As part of an approved district leadership development program, professional development offerings provided through the W. Cecil Golden Professional Development Program for School Leaders. S.B.E. 6A-5.081(2)(d)1

****As part of an approved district leadership development program, professional development offerings NOT provided through the W. Cecil Golden Professional Development Program for School Leaders. S.B.E. 6A-5.081(2)(d)1

LEARNING METHOD:

Code	Definition/Example
A	Knowledge Acquisition: Workshop
B	Electronic, Interactive
C	Electronic, Non-Interactive
D	Learning Community/ Lesson Study Group
F	Independent Inquiry (Includes, for example, Action Research)
G	Structured Coaching/Mentoring (*May include one-on-one or small group instruction by a coach/mentor with a teacher with specific learning objectives)*
H	Implementation of "high effect" practice(s)
I	Job Embedded: Workshop
J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets

K	Problem-solving Process (Implementation of Florida's 8-Step Problem-solving Process

IMPLEMENTATION METHOD:

Code	Definition/Example
M	Structured Coaching/Mentoring (*May include direct observation, conferencing, oral reflection and/or lesson demonstration)*
N	Independent Learning/Action Research related to training (should include evidence of implementation)
O	Collaborative Planning related to training, includes Learning Communities
P	Participant Product related to training (may include lesson plans, written reflection, and audio/videotape, case study, samples of student work)
Q	Lesson Study group participation
R	Electronic, Interactive
S	Electronic, Non-Interactive
T	Evaluation of Practice Indicators

EVALUATION METHOD:

Staff:

Code	Definition/Example
A	Changes in classroom practices
B	Changes in instructional leadership practices
C	Changes in student services practices
D	Other changes in practices
E	Fidelity of Implementation of the learning process
F	Changes in observed educator proficiency in implementation targeted state standards
G	Changes in observed educator proficiency in practices that occur generally without students

Students:

Code	Definition/Example
A	Results of district-developed/standardized student test
B	Results of school/teacher-constructed student test
C	Portfolios of student work
D	Observation of student performance
F	Other performance assessment
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 students.

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.

FRANKLIN COUNTY DISTRICT SCHOOLS

Administrative Offices
85 School Road Suite 1
Eastpoint FL 32328
(850) 670-2810-Phone (850) 670-8579-Fax

Nina M Marks
Superintendent



TOGETHER EVERYONE ACHIEVES MORE

MEMORANDUM

DATE: Monday, August 29, 2016

TO: Nina Marks, Superintendent

FROM: Karen Peddie, Director of Human Resources

RE: Stacy Reese- Dean of Students

APPROVED
SEPT 6 2016
FRANKLIN COUNTY
SCHOOL BOARD

It is my recommendation Stacy Reese be approved for the Dean of Students Supplement for the remainder of the 2016-2017 school year.

District 1 George Thompson Vice Chair
District 2 Pam Marshall
District 3 Teresa Ann Martin
District 4 Stacy Kirvin
District 5 Pam Shiver Chair

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FRANKLIN COUNTY DISTRICT SCHOOLS

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Eastpoint FL 32328
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Nina M Marks
Superintendent

TOGETHER EVERYONE ACHIEVES MORE

DATE: August 29, 2016

TO: Nina M. Marks, Superintendent

FROM: Karen Peddie, HR Director

RE: 2016-17 Supplemental Positions Recommendation

APPROVED
SEPT 6 2016
FRANKLIN COUNTY
SCHOOL BOARD

2016-17	
Sunny Stultz-Dunaway ~~LEIGH SMITH~~	VARSITY CHEERLEADER
GEITHA BURT	MS/JV CHEERLEADER
TBD	FLAG CORPS
DAVID COCHRANE	BRAIN BOWL
KARL LESTER	BAND
HILIARY STANTON	SENIOR CLASS
JAMIE DUHART	SENIOR CLASS
JAMIE DUHART	HS GOVERNMENT
KASSI MALCOLM	JUNIOR CLASS
JENNIFER EDWARDS	SOPHOMORE CLASS
JENNIFER EDWARDS	YEARBOOK
KENDYL HARDY	FRESHMAN CLASS
CAROL ALLEN	FRESHMAN CLASS
STEPHANIE HOWZE-JONES	ELE GOVERNMENT
LYIDA COUNTRYMAN	ODYSSEY OF THE MIND
DEBRA FLETCHER	CULINARY

District 1 George Thompson Vice Chair
District 2 Pam Marshall
District 3 Teresa Ann Martin
District 4 Stacy Kirvin
District 5 Pam Shiver Chair

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Karen Peddie <kpeddie@franklin.k12.fl.us>

Salary

Cathy Franklin <cfranklin@franklin.k12.fl.us> Sun, Aug 28, 2016 at 8:22 PM
To: Karen Peddie <kpeddie@franklin.k12.fl.us>, Harolyn Walker <hwalker@franklin.k12.fl.us>, David Cochrane <dcochrane@franklin.k12.fl.us>

At this time in my life, I regret that I will leave Franklin county school as of tomorrow. I will remove the items from my room tomorrow afternoon and turn in my keys.

Catherine Franklin
[Quoted text hidden]

APPROVED
SEPT 6 2016
FRANKLIN COUNTY
SCHOOL BOARD

Rachel Benjamin

The Nest

1001 gray Ave.

Dear Ms. Rachel,

APPROVED
SEPT 6 2016
FRANKLIN COUNTY
SCHOOL BOARD

Please accept this letter as my two week notice of resignation. I plan to work for two weeks from today and my last day of work will be September 14, 2016.

It has been a pleasure working at the nest and I am thankful for all of the opportunities I have been given here. Please let me know if you need my help in any other way.

Respectfully, Kendall Meyer

Kendall Meyer

Karen Peddie <kpeddie@franklin.k12.fl.us>

Fwd:

1 message

Melonie Inzetta <minzetta@franklin.k12.fl.us> Mon, Aug 29, 2016 at 11:14 AM
To: Karen Peddie <kpeddie@franklin.k12.fl.us>

Below see Patty Kulick's letter of resignation. She is leaving in good standing.
——— Forwarded message ———
From: **Melonie Inzetta** <minzetta@franklin.k12.fl.us>
Date: Mon, Aug 29, 2016 at 11:13 AM
Subject: Re:
To: Patty Kulick <pkulick@franklin.k12.fl.us>

I totally understand and yes I would welcome you back when life straigthens out for you. Thank you for the notice.

On Sun, Aug 28, 2016 at 6:19 PM, Patty Kulick <pkulick@franklin.k12.fl.us> wrote:

> With much thought about this, I need to put in my 2 weeks notice. I feel that this is best for me at this time. Sorry for any inconvenience this has on you. I could hope that at a later date that when all is different that you may welcome me back if needed, even for a sub.
>
> Thank you,
>
> PKulick
>
> Sent from Mail for Windows 10

APPROVED
SEPT 6 2016
FRANKLIN COUNTY
SCHOOL BOARD

--
Melonie Inzetta
Project Coordinator "The Nest" Afterschool Program
(850) 670-2810 ext 4131

--
Melonie Inzetta
Project Coordinator "The Nest" Afterschool Program
(850) 670-2810 ext 4131

Karen Peddie <kpeddie@franklin.k12.fl.us>

Fwd:

Nick O'Grady <nogrady@franklin.k12.fl.us> Fri, Jul 29, 2016 at 1:40 PM
To: Karen Peddie <kpeddie@franklin.k12.fl.us>

here you go.

---------- Forwarded message ----------
From: **Nick O'Grady** <nogrady@franklin.k12.fl.us>
Date: Fri, Jul 29, 2016 at 1:39 PM
Subject: Re:
To: Sandra Shengle <shengle@franklin.k12.fl.us>

thanks and I hope things go well for you

On Fri, Jul 29, 2016 at 12:14 PM, Sandra Shengle <shengle@franklin.k12.fl.us> wrote:

> Per our conversation yesterday; after 6 years and nine months as a contract employee of the Franklin County School, I regretfully inform you I will not be returning as the Homeless Liaison for the 2016-2017 school year.
>
> Sincerely,
>
> Sandi Hengle

APPROVED
SEPT 6 2016
FRANKLIN COUNTY
SCHOOL BOARD

SEPTEMBER 2016: SUBSTITUTE LIST BY DEPARTMENT

NAME	DEPARTMENT	TELEPHONE	STATUS	EMAIL
DASHER, DEE DEE	BUS DRIVER	850-653-5653	UPDATE	**APPROVED SEPT 6 2016 FRANKLIN COUNTY SCHOOL BOARD**
RAY, SHERYL	CUSTODIAL	850-653-3316	UPDATE	
BANKS, ANNIE	FOOD SERVICE	850-653-5917	UPDATE	
CASTILLO, MIGUEL	FOOD SERVICE	850-	NEW	
CROOM, AMBER	FOOD SERVICE	850-323-1798	UPDATE	
CUMMINGS, STACY	FOOD SERVICE	850-653-6758	UPDATE	
FENNELL, LATOYA	FOOD SERVICE	850-653-6337	UPDATE	LATOYA.FENNELL@GMAIL.COM
FREEMAN, SHIRLEY	FOOD SERVICE	850-799-1065	UPDATE	
GORDON, BRIANNA	FOOD SERVICE	850-323-0876	UPDATE	
HARVEY, PHYLLECHIA	FOOD SERVICE	850-625-9245	UPDATE	LISAWODFORD@YAHOO.COM
McCLURE, DEBORAH	FOOD SERVICE	850-228-8521	UPDATE	DOGISLANDPOKEY@HOTMAIL.COM
POLOUS, CHARLOTTE	FOOD SERVICE	850-323-0746	UPDATED	
ROSE, CAROL	FOOD SERVICE	227-5020	NEW	
RUSSELL, APRIL	FOOD SERVICE+	370-0745	UPDATE	aprilrussell111212@gmail.com
SPANN, JEANETTE	FOOD SERVICE	850-370-0239	UPDATE	JEANETTESPANN@YMAIL.COM
TRAMWELL, LAURA	FOOD SERVICE	850-508-8230	NEW	
WALKER, JUDY	FOOD SERVICE+	850-340-3209	NEW	
WATSON, AMBER	FOOD SERVICE	N/A	UPDATED	AMBER.WATSON1957AE@GMAIL.COM
WILLIAMS, CLARITHA	FOOD SERVICE	850-653-1394	UPDATE	
BENJAMIN, RACHEL	HEALTH AIDE	323-0604	UPDATE	rabenjamin@franklin.k12.fl.us
BOYD, CHRISTINE Ω	HEALTH AIDE	559-3019	UPDATE	cboyd@ franklin.k12.fl.us
CARO, ALEXIS	HEALTH AIDE	320-5698	NEW	ALEXISCARO@GMAIL.COM
DASHER, JOAN	HEALTH AIDE	850-670-1710	UPDATE	
DAVIS, FREDDIE	HEALTH AIDE	850-691-8041	UPDATE	Freddiemaed282@gmail.com
JONES, ZACKARY	HEALTH AIDE	850-323-2494	UPDATE	

SEPTEMBER 2016: SUBSTITUTE LIST BY DEPARTMENT

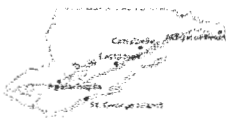
MILLENDER, BRITTANI	HEALTH AIDE	323-0179	UPDATE	bchambers@franklin.k12.fl.us
RITZ, JULIANNA	HEALTH AIDE	850-653-1107		
SEGREE, BARBARA	HEALTH AIDE	850-653-8758	UPDATE	
SMITH, MADELYN	HEALTH AIDE	850-670-5016	UPDATE	
TEAT, ASHLEY	HEALTH AIDE	850-653-8383	UPDATE	
VALDIVIA, ROSA	HEALTH AIDE	850-566-6823	NEW	
BALDWIN, GEORGE	TEACHER^	697-9445	NEW	delbaldwin@aol.com
BALLANGEE, AMANDA	TEACHER	345-1718	NEW	frogntally@yahoo.com
BUTLER, DAVID	TEACHER	850-694-3183	UPDATE	
CHAMBERS, DIANE	TEACHER*	370-0288	UPDATE	nene-6@live.com
CHAPMAN, JAMES DAVID Ω	TEACHER^	510-0564	UPDATE	djc2224@yahoo.com
CRUSON, WANDA	TEACHER	850-697-2548	UPDATE	
FURTAK, SHAROL	TEACHER	850-728-4949	UPDATE	
HENDERSON, SARAH	TEACHER	850-274-3201	UPDATE	
LIVELY-PUTNAL, JODY	TEACHER**	850-688-8059	UPDATE	
McMILLAN, DEERMA Ω	TEACHER	850-443-7035	NEW	
NEPOTE, MICHAEL	TEACHER#	850-697-9132	UPDATE	
PRINCE, DE'IARA	TEACHER	850-323-1396	NEW	deiaraprince@yahoo.com
TOLLIVER, ROSA	TEACHER	850-323-2319	UPDATE	MAROSE48@YAHOO.COM
TURNER, SAMANTHA	TEACHER**	850-227-4206	NEW	

Ω HIGHER DEGREE **SCHOOL FOOD SERVICE #BUS MONITOR/DRIVER ^ Nest +CUSTODIAN *HEALTH AIDE

Nina M Marks
Superintendent

FRANKLIN COUNTY DISTRICT SCHOOLS

Administrative Offices
85 School Road Suite 1
Eastpoint FL 32328
(850) 670-2810-Phone (850) 670-8579-Fax



TOGETHER EVERYONE ACHIEVES MORE

MEMORANDUM

TO: Nina Marks, Superintendent

FROM: Karen Peddie, Director of Human Resources KP

DATE: September 6, 2016

16-H add

Hiring experienced principals with proven effectiveness which will help our school to succeed is of paramount importance. The average salary for a High School Principal in Florida is $96,662 with neighboring districts salaries ranging from $79,649 to $84,073. Our neighbors also have Elementary and Middle School Principals with salaries ranging from $70,645 to $80,078.

Given the unique PreK-12 configuration of Franklin County Schools the position requires curriculum knowledge for all grade levels and supervision of a larger number of employees. Whereas our neighboring districts have multiple schools and supervise less than 50 instructional staff, our principal supervises over 80 instructional staff members.

It is my opinion that the Board approve the revised Effective Principal Salary Schedule as attached. For your reference I have included the state report of average salaries for Principals and the state report of instructional staff by assigned area.

APPROVED
SEPT 6 2016
FRANKLIN COUNTY
SCHOOL BOARD

District 1 George Thompson Vice Chair
District 2 Pam Marshall
District 3 Teresa Ann Martin
District 4 Stacy Kirvin
District 5 Pam Shiver Chair

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FLORIDA DEPARTMENT OF EDUCATION
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AVERAGE SALARIES FOR SELECT SCHOOL LEVEL ADMINISTRATIVE STAFF
2015-16 SURVEY 3 DATA, as of 04/18/2016
PRINCIPALS

		HIGH SCHOOL			MIDDLE/JUNIOR HIGH			ELEMENTARY			OTHER TYPE SCHOOLS		
DISTRICT NUMBER	DISTRICT NAME	AVERAGE SALARY	NUMBER EMPLOYED	AVERAGE MONTHS	AVERAGE SALARY	NUMBER EMPLOYED	AVERAGE MONTHS	AVERAGE SALARY	NUMBER EMPLOYED	AVERAGE MONTHS	AVERAGE SALARY	NUMBER EMPLOYED	AVERAGE MONTHS
00	**FLORIDA**	**$96,662**	**547**	**11.8**	**$92,140**	**656**	**11.9**	**$89,424**	**1,907**	**11.8**	**$91,358**	**243**	**11.7**
01	ALACHUA	$88,929	9	12	$75,927	10	12	$72,307	29	11.8	$80,523	2	12
02	BAKER	$75,155	1	12	$75,155	1	12	$71,461	4	12			
03	BAY	$79,647	8	11.7	$77,039	9	12	$70,085	24	11.8	$68,000	1	12
04	BRADFORD	$91,417	1	12	$79,969	1	12	$76,364	5	11.6			
05	BREVARD	$103,949	17	12	$91,773	13	11.9	$88,032	64	11.9	$73,502	8	11.5
06	BROWARD	$111,322	46	11.4	$107,908	53	11.9	$105,129	167	11.6	$98,372	13	11.4
07	CALHOUN	$84,073	1	12	$80,078	1	12	$77,868	1	12	$80,410	2	12
08	CHARLOTTE	$90,663	5	11.5	$89,632	4	11	$81,391	10	11	$91,685	1	12
09	CITRUS	$94,012	4	12	$86,110	4	12	$86,089	11	11.9	$58,802	3	12
10	CLAY	$84,074	8	12	$84,700	6	12	$86,517	25	12	$86,817	2	12
11	COLLIER	$110,576	9	11.8	$106,817	13	10.9	$96,981	31	11	$111,007	2	11.5
12	COLUMBIA	$108,087	2	12				$79,966	13	12			
13	DADE	$107,680	70	11.9	$107,893	71	11.9	$102,849	214	11.9	$112,114	52	12
14	DESOTO	$94,429	1	12	$85,000	1	12	$80,250	4	12			
15	DIXIE	$71,409	1	12	$67,103	1	12	$70,117	2	12			
16	DUVAL	$108,601	22	12	$95,015	26	12	$91,188	107	12	$100,167	9	12
17	ESCAMBIA	$91,302	9	12	$90,550	9	12	$88,890	33	12	$88,675	4	12
18	FLAGLER	$93,768	2	12	$94,648	2	12	$82,258	7	11.7			
19	FRANKLIN							$81,990	2	10	$80,571	1	12
20	GADSDEN	$71,225	4	12	$74,917	2	12	$67,208	6	12	$74,000	1	12
21	GILCHRIST	$80,127	2	12				$78,063	3	12			
22	GLADES	$78,708	1	12				$88,325	3	12			
23	GULF	$79,649	2	12				$70,645	2	12			
24	HAMILTON	$74,894	1	12				$84,159	1	12			
25	HARDEE	$94,106	1	12	$88,308	1	12	$85,455	5	12	$70,474	1	11
26	HENDRY	$85,875	2	12	$81,365	2	12	$81,844	6	12			
27	HERNANDO	$87,630	5	12	$71,053	6	12	$79,161	9	12	$79,300	6	12
28	HIGHLANDS	$92,169	3	12	$79,297	5	12	$78,551	10	12			
29	HILLSBOROUGH	$94,617	37	11.9	$89,442	59	11.9	$83,812	159	11.9	$66,906	6	11.6
30	HOLMES	$68,277	2	12	$68,277	1	12	$68,277	2	12	$68,277	2	12
31	INDIAN RIVER	$94,168	3	12	$87,410	5	12	$84,794	16	11.8	$87,800	1	12
32	JACKSON	$74,914	4	12	$72,639	2	12	$74,043	5	12	$74,386	1	12
33	JEFFERSON	$65,790	1	12	$89,955	1	12	$70,860	1	12			
34	LAFAYETTE	$84,363	1	12				$68,089	1	10			
35	LAKE	$106,346	8	12	$94,211	10	12	$89,298	26	11.6			
36	LEE	$98,498	19	12	$93,525	21	12	$98,640	41	12	$87,238	10	11.2
37	LEON	$101,871	5	12	$89,134	11	12	$90,762	25	11.7	$90,863	5	12
38	LEVY	$75,212	4	11.5	$72,211	1	12	$69,701	5	11.6	$79,317	2	12
39	LIBERTY	$77,490	1	12				$66,966	1	12	$66,967	1	12
40	MADISON	$67,518	2	11.5	$55,573	1	12	$68,095	3	12	$76,633	2	12
41	MANATEE	$110,245	7	12	$79,827	13	11.8	$82,802	37	11.7	$75,620	5	11.4
42	MARION	$93,265	8	12	$91,172	8	12	$83,907	32	11.9	$91,338	7	11.1
43	MARTIN	$98,271	4	12	$94,090	5	12	$92,730	12	12	$80,437	1	11
44	MONROE	$109,500	3	12	$97,500	4	11	$100,815	4	11.5	$85,055	2	12
45	NASSAU	$81,203	4	12	$81,220	3	12	$78,361	8	12			
46	OKALOOSA	$95,762	5	12	$99,724	8	12	$97,079	17	12	$86,304	7	12
47	OKEECHOBEE	$61,820	5	12	$89,800	3	12	$80,740	5	12			
48	ORANGE	$97,300	23	12	$87,452	39	11.9	$85,965	142	11.5	$83,024	13	12
49	OSCEOLA	$93,536	14	11.6	$81,971	20	11.6	$87,357	26	11.9	$93,775	2	12
50	PALM BEACH	$80,151	33	11.9	$86,324	37	12	$85,250	129	12	$87,589	11	12
51	PASCO	$84,130	13	12	$79,584	16	12	$77,912	53	11.9	$93,523	4	12
52	PINELLAS	$91,895	21	11.9	$86,123	27	11.7	$84,943	81	11.9	$76,482	8	11.7
53	POLK	$93,813	22	12	$89,567	32	12	$86,157	77	12	$89,795	5	12
54	PUTNAM	$73,663	5	11.6	$79,469	5	12	$75,758	9	12			
55	ST. JOHNS	$111,619	7	12	$96,064	10	12	$92,884	18	12	$99,000	1	12
56	ST. LUCIE	$101,224	6	11.8	$100,310	15	11.8	$99,490	19	12	$80,000	1	12
57	SANTA ROSA	$91,880	4	12	$79,455	7	12	$79,915	16	12	$76,686	4	12

FLORIDA DEPARTMENT OF EDUCATION
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Staff in Florida's Public Schools, Fall 2015

Full-Time Instructional Staff by Activity Assignment

School Year 2015-16, Survey 2 Data (as of 11/17/15)

DISTRICT #	DISTRICT	ELEMENTARY TEACHERS (PK-6)	SECONDARY TEACHERS (7-12)	EXCEPTIONAL EDUCATION TEACHERS	OTHER TEACHERS	TOTAL TEACHERS	GUIDANCE	VISITING TEACHERS/ SOCIAL WORKERS	SCHOOL PSYCHOLOGISTS	LIBRARIANS/ AUDIO VISUAL WORKERS	OTHER PROFESSIONAL STAFF INSTRUCTION	TOTAL INSTRUCTIONAL STAFF
00	**FLORIDA**	**74,268**	**65,798**	**25,768**	**4,858**	**170,692**	**5,757**	**1,105**	**1,408**	**2,095**	**13,462**	**194,519**
01	ALACHUA	774	572	279	7	1,632	58		14	47	128	1,879
02	BAKER	162	114	23	3	302	10		2	5	16	335
03	BAY	775	635	301	77	1,788	72	6	6	31	145	2,048
04	BRADFORD	110	79	33	8	230	8		1	3	11	253
05	BREVARD	2,262	1,555	841	44	4,702	180	18	33	83	458	5,474
06	BROWARD	6,488	6,202	1,787	767	15,244	572	109	138	125	603	16,791
07	CALHOUN	64	61	25	3	153	4			3	13	173
08	CHARLOTTE	382	431	165	14	992	38	10	9	18	76	1,143
09	CITRUS	487	341	156	33	1,017	39	5	9	19	72	1,161
10	CLAY	1,044	889	505	4	2,442	94	12	20	36	154	2,758
11	COLLIER	1,449	911	334	58	2,752	106	3	19	50	185	3,115
12	COLUMBIA	65	518	82	3	668	18		2	12	59	759
13	DADE	8,248	6,193	3,388	728	18,557	699	152	192	160	963	20,723
14	DESOTO	132	107	40	15	294	7	1		5	27	334
15	DIXIE	58	52	13		123	4			1	11	139
16	DUVAL	3,430	2,559	1,114	89	7,192	241	48	53	70	696	8,300
17	ESCAMBIA	1,174	971	502	45	2,692	87	10	14	48	246	3,097
18	FLAGLER	353	257	96	69	775	27	1	6	9	79	897
19	FRANKLIN	41	34	10	1	86					5	91
20	GADSDEN	198	134	51	12	395	19	2	4	10	47	477
21	GILCHRIST	60	73	19		152	8		1	2	7	170
22	GLADES	78	38	27	2	145	4			2	2	153
23	GULF	49	45	15	2	111	2	2	1	4	16	136
24	HAMILTON	54	37	10	1	102	4			3	19	128
25	HARDEE	160	120	33	6	319	11		3	6	24	363
26	HENDRY	196	151	54	22	423	14		1	10	31	479
27	HERNANDO	596	578	250	49	1,473	52	11	9	15	82	1,642
28	HIGHLANDS	331	369	93	21	814	24	3	4	5	48	898
29	HILLSBOROUGH	6,582	5,328	2,197	276	14,383	435	166	187	219	1,374	16,764
30	HOLMES	102	101	30		233	8			7	9	257
31	INDIAN RIVER	506	451	146	11	1,114	28	10	12	19	122	1,305
32	JACKSON	218	182	62	14	476	22		1	12	16	527
33	JEFFERSON	30	24	5	5	64	2			1	8	75
34	LAFAYETTE	33	28	8	1	70	3			1	5	79
35	LAKE	1,068	972	360	39	2,439	96	14	18	47	324	2,938
36	LEE	2,283	2,221	744	111	5,359	151	39	28	23	435	6,035
37	LEON	841	691	305	53	1,890	66	13	16	37	193	2,215

FLORIDA DEPARTMENT OF EDUCATION
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38	LEVY	145	146	43	2	336	13	2		1	26	378
39	LIBERTY	37	48	19	11	115	3				9	127
40	MADISON	73	59	29	16	177	5			2	14	198
41	MANATEE	1,368	1,097	488	107	3,060	101	26	24	52	204	3,467
42	MARION	1,185	990	415	32	2,622	91	18	17	48	238	3,034
43	MARTIN	472	457	248	30	1,207	35		8	20	97	1,367
44	MONROE	222	192	108	51	573	22	1	3	3	50	652
45	NASSAU	274	266	120	3	663	25	6	6	15	34	749
46	OKALOOSA	862	741	180	16	1,799	51	7	9	3	84	1,953
47	OKEECHOBEE	194	139	56	2	391	16	1	3	5	26	442
48	ORANGE	5,529	4,916	1,283	474	12,202	347	52	99	152	1,757	14,609
49	OSCEOLA	1,325	1,316	416	134	3,191	105	11	31	46	321	3,705
50	PALM BEACH	5,045	4,868	2,073	185	12,171	377	83	94	160	897	13,782
51	PASCO	1,976	1,875	788	63	4,702	170	51	41		311	5,275
52	PINELLAS	2,720	2,547	1,175	277	6,719	221	101	73	110	546	7,770
53	POLK	2,719	2,451	917	271	6,358	213	37	46	74	607	7,335
54	PUTNAM	305	242	115	7	669	29		7	16	74	795
55	ST. JOHNS	877	855	334	60	2,126	86	7	15	35	218	2,487
56	ST. LUCIE	996	946	344	114	2,400	112	9	18	32	219	2,790
57	SANTA ROSA	768	582	279	72	1,701	57	1	11	29	76	1,875
58	SARASOTA	1,245	1,136	547	27	2,955	92	13	21	1	147	3,229
59	SEMINOLE	1,906	1,724	438	237	4,305	120	21	39	17	196	4,698
60	SUMTER	260	237	49	6	552	22		3	11	45	633
61	SUWANNEE	171	161	36	8	376	13		2	7	16	414
62	TAYLOR	87	71	35	3	196	5	2	3	4	15	225
63	UNION	71	61	29		161	5			3	11	180
64	VOLUSIA	1,790	1,579	774	26	4,169	132	16	24	68	235	4,644
65	WAKULLA	128	130	55	2	315	14	1		9	15	354
66	WALTON	257	247	64	4	572	18		3	13	47	653
67	WASHINGTON	93	121	36	7	257	11		1	6	21	296
68	DEAF/BLIND			130		130	4	4	4	2	14	158
69	WASH SPECIAL		7	2		9					1	10
71	FL VIRTUAL	66	1,402	15	7	1,490	12				164	1,666
72	FAU LAB SCH	99	36	10	3	148	8			1	2	159
73	FSU LAB SCH	78	66	13	7	164	4			1	5	174
74	FAMU LAB SCH	17	20	1	1	39	1				4	44
75	UF LAB SCH	25	43	1		69	4			1	7	81

FRANKLIN COUNTY DISTRICT SCHOOLS

Administrative Offices
85 School Road Suite 1
Eastpoint FL 32328
(850) 670-2810-Phone (850) 670-8579-Fax

Nina M Marks
Superintendent

TOGETHER EVERYONE ACHIEVES MORE

TO: Karen Peddie, Director of Human Resources

FROM: Shannon Venable, Director of Financial Services

DATE: September 6, 2016

RE: District Salary Schedule

Please find attached updated salary schedule for 2016/2017 with the following changes:

1) Deletion of the Grandfathered Principal's Salary Schedule (for Principal's hired before school year 2014/2015)
2) Note stating the MIS Supplement was prorated for July 2016 and is no longer utilized.
3) Addition of an "Effective" Salary Schedule for Principal

If you are in agreeance, please recommend to the Superintendent for board approval.

District 1 George Thompson Vice Chair | District 2 Pam Marshall | District 3 Teresa Ann Martin | District 4 Stacy Kirvin | District 5 Pam Shiver Chair

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www.franklincountyschool.org

DISTRICT SALARY SCHEDULE

Group Benefits Contributions TBD for 2015/16

	Specialist I	Specialist II	Accountant	Superintendent's Administrative Assistant	Certification Specialist/ Instructional Services Secretary	Director	Coordinator	Coordinator of Assessment and MIS	Manager	Effective School Principal	School Principal	School Assistant Principal
PAY TYPE	3	3	15	3	3	2	3	3	03	2	3	5
MONTHS	12	12	12	12	12	12	12	12	12	12	12	12
DAYS	260	260	260	260	260	260	260	260	260	260	260	260
HOURS/DAY	7.25	7.25	8	7.25	7.25	8	8	8	8	8	8	8
Place	COI00	CII00	SAO00	CIO00	COO00	A0500	ICB00	ICC00	AS600	A0900	AO900	AO900
0	25,025	26,847	34,681	29,482	28,907	66,687	39,610	59,610	35,827	75,000	67,529	65,392
1	25,436	27,292	35,221	29,927	29,351	67,201	39,811	59,811	35,827	76,000	68,033	65,896
2	25,905	27,795	35,835	30,430	29,854	67,753	40,037	60,037	35,827	77,000	68,575	66,437
3	26,402	28,331	36,488	30,966	30,392	68,339	40,279	60,279	35,827	78,000	69,148	67,012
4	26,911	28,879	37,153	31,514	30,939	68,921	40,526	60,526	35,827	79,000	69,720	67,583
5	27,419	29,425	37,820	32,060	31,485	69,503	40,772	60,772	35,827	80,000	70,290	68,153
6	27,932	29,971	38,483	32,606	32,031	70,084	41,020	61,020	37,977	81,000	70,860	68,723
7	28,440	30,515	39,146	33,150	32,575	70,666	41,271	61,271	37,977	82,000	71,430	69,294
8	28,949	31,061	39,811	33,696	33,121	71,247	41,525	61,525	37,977	83,000	72,001	69,864
9	29,458	31,610	40,480	34,245	33,669	71,828	41,779	61,779	37,977	84,000	72,570	70,433
10	29,968	32,155	41,143	34,790	34,215	72,410	42,033	62,033	37,977	85,000	73,141	71,004
11	30,477	32,700	41,808	35,521	34,760	72,992	42,288	62,288	40,255	85,250	73,712	71,574
12	30,988	33,246	42,474	35,881	35,306	73,573	42,547	62,547	40,255	85,500	74,281	72,145
13	31,498	33,791	43,136	36,426	35,851	74,156	42,810	62,810	40,255	85,750	74,853	72,716
14	32,007	34,340	43,805	36,975	36,401	74,736	43,066	63,066	40,255	86,000	75,422	73,285
15	32,519	34,885	44,467	37,520	36,945	75,316	43,331	63,331	40,255	86,500	75,991	73,854
16	33,029	35,429	45,129	38,064	37,489	75,899	43,595	63,595	42,671	86,750	76,562	74,425
17	33,536	35,975	45,796	38,610	38,035	76,479	43,861	63,861	42,671	87,000	77,132	74,994
18	34,045	36,522	46,460	39,157	38,581	77,062	44,129	64,129	42,671	87,250	77,702	75,566
19	34,556	37,070	47,129	39,705	39,130	77,642	44,392	64,392	42,671	87,500	78,272	76,135
20	35,065	37,616	47,793	40,251	39,676	78,224	44,666	64,666	45,923	88,000	78,842	76,705
21	35,574	38,159	48,454	40,794	40,219	78,806	44,938	64,938	45,923	88,250	79,413	77,276
22	36,083	38,708	49,124	41,343	40,769	79,388	45,217	65,217	45,923	88,500	79,984	77,846
23	36,593	39,252	49,786	41,887	41,312	79,969	45,489	65,489	45,923	88,750	80,553	78,417
24	37,104	39,799	50,451	42,434	41,859	80,550	45,767	65,767	45,923	89,000	81,123	78,986
25	37,611	40,347	51,118	42,982	42,407	81,131	46,043	66,043	45,923	89,500	81,693	79,556
26	38,122	41,439	51,783	44,074	43,499	81,714	46,504	66,504	45,923	90,250	82,267	80,127

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
MIS Supervisor (1)		2,500

* FADSS supplement is set by the State of Florida - not subject to district salary increase.

(1) MIS Supervisor Supplement was Pro-Rated for July 2016 only. The supplement is no longer used after July 2016.

SCHOOL BOARD MEMBERS: Paid according to Florida Statutes (minus board voluntary salary reduction)
SCHOOL BOARD ATTORNEY: Paid as Professional Services according to contract
SUPERINTENDENT: Paid according to Florida Statutes (minus Supt. voluntary salary reduction)

FRANKLIN COUNTY DISTRICT SCHOOLS

Administrative Offices
85 School Road Suite 1
Eastpoint FL 32328
(850) 670-2810-Phone (850) 670-8579-Fax

Nina M Marks
Superintendent

TOGETHER EVERYONE ACHIEVES MORE

APPROVED
SEPT 6 2016
FRANKLIN COUNTY
SCHOOL BOARD

MEMORANDUM

16-I
ADD

TO: Nina Marks, Superintendent

FROM: Karen Peddie, Director of Human Resources

DATE: September 6, 2016

The interview team conducted a series of interviews and selected Mr. Chip Clatto for the new Principal of Franklin County Schools. Mr. Clatto has a history of proven effectiveness, strong leadership and excellent communication. His experience includes being the founder of a public magnet school emphasizing bioscience and medicine whose scores were at the top of the state for two straight years while he was Principal. Further administrative experience ranges from public inner-city schools with gangs to charter schools.

Mr. Clatto spent several days in our community and expressed his desire to relocate and raise his family here. While here, he met with the school leadership team to hear their concerns for the school and what they perceive is needed. He also shared with them what he could bring to the district.

In addition to his meeting with the school leadership and in response to the Board's request for community involvement, Mr. Clatto had lunch with key community members and shared his past successes and what he could offer the district. At the conclusion of the luncheon the community members all conveyed that they thought he was the right man for the job.

As I conducted employment verifications it was apparent that his previous employers found it easy to recommend him. Each of the past references for administrative verification had high regard for Mr. Clatto with comments such as "he was an incredibly dynamic leader and we were a different place when he left…he is innovative, passionate about student success, and outstanding at forming partnerships in the community…very knowledgeable and dependable."

It is my opinion that the Board approve Mr. Clatto as the Principal of Franklin County Schools as attached.

District 1 George Thompson Vice Chair | District 2 Pam Marshall | District 3 Teresa Ann Martin | District 4 Stacy Kirvin | District 5 Pam Shiver Chair

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FRANKLIN COUNTY SCHOOL DISTRICT

REQUEST TO HIRE

APPLICANT INFORMATION

APPLICANT NAME: Clatto (LAST) Chip (FIRST) P (M.I.)

JOB TITLE: Principal

- [ ] Instructional
- [x] Non-Instructional
- [ ] New Position
- [x] Replacement
- [x] Salary
- [ ] Hourly
- [x] Full-Time
- [ ] Part-Time

Start Date: 09/07/2016 **Placement Level:** A0910 **Starting Salary: $** 85,000

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

Comments:

SUPERVISOR SIGNATURE: _____ DATE _____

RECOMMENDED: Shanna Venable FINANCE DIRECTOR DATE 9/6/16

RECOMMENDED: Karen D Puddie HUMAN RESOURCE DIRECTOR DATE 9/6/16

RECOMMENDED: _____ 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

Form: Request to Hire-2015-16
Revised-02/12/16

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

Today's Date: 08/12/2016

Position Desired: Principal

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) Clatto, Chip P.		Email cpclatto@yahoo.com
Mailing Address (Street) 6757 SW 41st Drive	City, State, and Zip Code Davie, Fl. 33314	
Length of residence in Franklin County N/A	Have you ever been bonded? No If so, by what company?	
Preferred Phone Number (314) 280-1653	Alternative Phone Number	Date available to begin work? 8/19/2016
Are you over the age of 18 and legally eligible for employment in the United States? ✓ Yes ___ No	List all relatives or friends that work for FCSB	
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 # 211080 State Missouri	Are you retired? _ Yes _ No If yes, date retired: N/A	

Are you claiming Veteran's Preference? ___Yes X 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 have extensive expertise in STEAM program development and corporate engagement.

List professional memberships, committee work, community and church activities, etc.

National Association of Secondary School Principals

RECORD OF EDUCATION

Name of School or Institution	Course of Study	Degree or Diploma	Date Received
High School John F. Kennedy	General	Diploma	05/1986
College Fontbonne University	History	BA	05/1996
Special Maryville University	Education Leadership	MA	05/2005
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

- 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 Statues, 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 with phone number	Position	Hours/ Week	Reason For Leaving
6/16	present	Council for Educational Change	Elaine Liftin	3265 Meridian Pkwy, Weston, FL 33331 (954) 727-9909	Consultant	Flexible	N/A
7/15	1/16	NSU University School	Giovanna Stincer	3375 SW 75 Ave. Ft. Lauderdale, FL 33314 (954) 262-4435	Upper School Director	8:00-4:00	The schools culture did not fit with my high expectations
1/13	6/15	St. Louis Public Schools	Dr. Dan Edwards	801 N.11th Street St. Louis, Mo.63110 (314) 565-1453 (D)	Founding Principal	7:30 - 4:00	Better opportunity for my family
8/12	12/12	St. Louis Public Schools	Dr. Dan Edwards	801 N.11th Street St. Louis, Mo.63110 (314) 565-1453 (D)	Temporary Principal	7:30 - 4:00	Opportunity to found a school
7/10	7/12	St. Louis University High (Jesuit)	Jim Linhares	4970 Oakland Ave St. Louis, Mo. 63110 (314) 471-4186 (C)	Assistant Principal	8:00-4:00	Opportunity to found a school
7/06	6/10	St. Louis Public Schools	Dr. Dan Edwards	801 N.11th Street St. Louis, Mo.63110 (314) 565-1453 (D)	Assistant Principal	7:30 - 4:00	Opportunity for professional growth

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.

Chip P. Clatto	Chip P. Clatto	08/12/2016
PRINTED NAME OF APPLICANT	SIGNATURE OF APPLICANT	DATE

CHIP P. CLATTO

6757 SW 41st Drive
Davie, Florida 33314

(c) (314) 280-1653
cpclatto@yahoo.com
www.linkedin.com/in/chip-clatto-97883551

EDUCATION ADMINISTRATION – PRINCIPAL

Accomplished and visionary educational leader, having 10 years teaching experience and the last 10 years as a principal and assistant principal, both in private and public schools. Excellent qualifications in developing curriculum and curricular strands, identifying and hiring amazing teachers and staff, student data assessment, extensive admissions/recruiting experience, budget management and planning, public relations and marketing experience, and community and corporate relations. I possess highly developed skills in relationship and culture building, motivation, and problem solving.

PROFESSIONAL STRENGTHS

- Strategic Planning & Improvement
- Builds Positive School Cultures
- Faculty & Staff Development
- Visionary Servant Leadership
- Media Relations
- Student Centered/Staff Supportive
- Community Engagement
- STEAM Program Development
- Motivator & Communicator

EDUCATION

- Doctoral Candidate, Maryville University (currently pursuing)
- Masters of Arts in Education - Educational Leadership, Maryville University, 2005
- Bachelor of Arts Degree, Fontbonne University, 1996, Major: History
- Gifted Certification, Maryville University, 2003

AWARDS

- Outstanding Dedication and Service to the SLPS, School Partnership Program 1992 & 1993
- Who's Who Among Students in American Universities & Colleges 1997
- Missouri Coalition for the Environment "Outstanding Educator Award" 1998
- Fontbonne University's Founders Award Recipient 2000
- The St. Louis Coalition for Human Rights "Unsung Hero Award," 2001

CAREER HIGHLIGHTS

- Created from the ground-up, the Collegiate School of Medicine and Bioscience Magnet High School, which in its first two years, out performed the top public high school on Missouri End-of-Course math exam scores (100% proficient 2015) and a close second in English and social studies.
- Achieved a 98% customer service satisfaction rating on Collegiate Schools end-of-year family surveys.
- Directly responsible for the admission of the largest number of minority students (29 in 2012), in St. Louis University High School's (Jesuit) 200 year history.
- Developed and attracted an extremely influential and supportive advisory board at Collegiate School, with the likes of the founder of Build a Bear Workshop, the President and CEO of the Cortex (the bioscience innovative center in St. Louis), and the former President and CEO of Novus International.
- Wrote a Memorandum of Agreement between St. Louis University and the Collegiate School of Medicine and Bioscience High School, the only one of its kind in the State of Missouri.

PROFESSIONAL EXPERIENCE

UPPER SCHOOL DIRECTOR (principal) **7/15 – 1/16**
NSU University School – Ft. Lauderdale, Fl.
Responsible for supervising a faculty and staff of 80, responsible for the development of "*ASPIRE*" (Advanced Specialized Inquiry Related Exploration) which was designed to provide all (JK-12) students the chance to investigate their interests (Innovation Labs), research multiple areas, and pursue unique passions in-depth as they are identified either during school hours or as independent research and projects. Developed a program modeled after ISB's Futures Academy - a school within a school concept, "*USchool Futures Academy*" for the schools top 8, 9, and 10 grade students which provides rigorous cross curricular project-based instruction. Other duties include school improvement implementation, teacher evaluation and hiring, budget oversight, and community and public relations.

- Dramatically Improved School Spirit
- Developed "ASPIRE," STEAM Exploration Program JK-12
- Created a professional environment
- Eliminated all discrepancies with overload contracts

FOUNDING PRINCIPAL **1/13 – 6/15**
Collegiate School of Medicine and Bioscience (CSMB) Magnet High School – St. Louis, Mo.
As the schools founding principal, I developed the schools framework, designed the curriculum structure, coordinated and supervised the implementation of the schools rigorous instructional programs, developed positive community relations and corporate partnerships. Responsible for all marketing, admissions oversight, school improvement implementation, teacher/staff evaluation and hiring, professional development coordination, and budget planning and oversight. Responsible for developing an extremely influential and supportive advisory board, with the likes of the founder of Build a Bear Workshop, the President and CEO of the Cortex (the bioscience innovative center in St. Louis), and the former President and CEO of Novus International, plus developed the schools master physical plant plan, which included a $26 million dollar, science wing, gym, and theater expansion.

- Developed CSMB school from scratch
- Created a private school culture within a public school
- Exceptional Customer Service (98% customer satisfaction 2014-2015)
- Wrote Memorandum of Agreement with St. Louis University
- Acquired numerous corporate partners and internships
- #1 in math & #2 in English End of Course scores in St. Louis Public Schools 2014-2015

MIDDLE SCHOOL PRINCIPAL **8/12 – 12/12**

Stevens Center For Academic Development Middle School – St. Louis, Mo.

Charged with stabilizing the school and serving as instructional leader, community relations, building and grounds supervision, school improvement implementation, teacher evaluation and coaching, professional development coordination.

- Established academic focused culture
- Created student leadership program
- Developed mentor program

ASSISTANT PRINCIPAL FOR DIVERSITY **7/10 – 7/12**

St. Louis University Jesuit High School (SLUH) – St. Louis, Mo.

Conducted teacher evaluation and support, teacher hiring, developed academic plans for struggling students, and created the ASPIRE summer school program to prepare minority 4th through 8th boys for preparation for admission into SLUH. I also created African American alumni, parent and other minority development initiatives plus community outreach and special events coordination. My additional duties included admissions, corporate engagement, and serving as St. Louis University High School's summer school principal with an enrollment of over 800 students (grades 1^{st} – 10^{th}) and 60 faculty and staff.

- Improved the schools image in St. Louis' minority communities
- Created ASPIRE program for minority academic development grades 4-8 for possible admission into SLUH
- Reengaged minority alumni group
- Coordinated SLUH and Buffalo Bills great, Henry Jones jersey retirement ceremony
- Principal of successful summer school and camps- grades 1-10
- Moderator of a community forum at SLUH titled "From Fear to Understanding" – Muslim and Non-Muslim Relations in America

ASSISTANT PRINCIPAL **7/06 – 6/10**

Gateway Institute of Technology (GIT) High School – St. Louis, Mo.

Responsible for administering positive student discipline, teacher hiring, evaluation, and support, school improvement implementation, supervisor of athletics, supervisor of buildings and grounds, STEM Supervisor, director of admissions, and public relations coordinator.

- Chartered the schools PTO
- Arranged the partnership between the St. Louis Fire Department and Gateway's EMT program

- Coordinated all admissions, accepting 400 qualified students
- Coordinated Jostens Renaissance recognition program
- Coordinated all media relations
- Supervised the math and science depts. PLC's, seeing greater improvement on state MAP test scores, than Soc. Studies and English

SOCIAL STUDIES TEACHER **8/96 - 6/06**
Gateway Institute of Technology High School – St. Louis, Mo.
Innovative American and World History instructor teaching grades 9-12. Additionally, from 1997 - 2004, taught three sections of gifted American and Word History. From 1998 through 2001 taught Archaeology/Anthropology, including directing an arachnology excavation in South St. Louis. Additional duties included various coaching responsibilities.

- Academic Olympic Coach (1st place in district, 2001)
- Directed Missouri's 1st student run archaeology excavation, The Lemp Avenue Excavation investigating the Underground Railroad.
- Jostens Renaissance sponsor
- Academic Olympic Coach (1st place in district, 2000)
- Engineering house disciplinarian
- Chartered the schools Parent Teacher Organization

Chip P. Clatto
Resume Addendum

OTHER RELATED EXPERIENCE

• Gifted Program Coordinator, Gateway Institute of Technology	2004 - 2005
• Renaissance Coordinator, Gateway Institute of Technology	2004 - 2005
• Scholastic Reading Initiative Coordinator, Gateway Institute of Technology	2004-2005
• Student Government Association Sponsor, Gateway Institute of Technology	2003 - 2005
• Archaeology/Anthropology Curriculum Development, Gateway Institute of Technology	2002-2003
• Past President, St. Louis Historical Archaeology	2001-2003
• Established Gateway's Parent Teacher Association	2003
• Academic Olympic Coach and Coordinator, Gateway Institute of Technology	2000 - 2005
• Director of Missouri's first student-centered archaeology excavation - "Lemp Avenue Excavation"	1999-2002
• Gifted Teacher, Gateway Institute of Technology	1997- 2004
• House Disciplinarian, Gateway Institute of Technology	1997 - 2003
• Designed and developed a six and a half acre nature and research park at Gateway Institute of Technology Magnet High School- (received the Forest ReLeaf Award in 2000 for top ecology efforts in a Missouri school)	1997-1998
• Supervisor, St. Louis Public Schools - Careers in Science Program	1994 - 1998
• Supervisor, Archaeological Institute of America - Junior Archaeology Program	1992 – 1996
• Landscape and Lawn Maintenance Business Owner	1989 -1996
• Personal fitness trainer - Jewish Community Center, St. Louis and fitness and sports specific training to elementary age students ranging from 1st through 6th grade	1988 - 1995

COACHING/ATHLETIC EXPERIENCE

- Assistant Varsity Football Coach, John F. Kennedy High School 1992 -1994 and Assistant Varsity Head Coach, Cardinal Ritter College Prep. 1995-98 and Gateway Tech. 2000 -2001
- Completion of American Coaching Effectiveness Program 1994
- Certified Fitness Instructor, Health & Tennis Corporation of America 1989
- Member of Fontbonne University's Men's Baseball Team 1995

PROFESSIONAL SOCIETIES

- Missouri Hospital Association, St. Louis Health Care Workforce Advisory Committee Member, 8/15/13 – 6/30/15
- Archaeological Institute of America, St. Louis Society
- Society for American Archaeology
- National Association of Secondary School Principals

ARCHAEOLOGICAL FIELDWORK

- Field Assistant, Tell Tuneinir Excavation, Syria 1995 and 1997
- Director of the Lemp Avenue Excavation 1999-2002

PUBLICATIONS

- History in a Hole - *The Common Space*, July 2001
- In The Field - *Dig Magazine*, January 2003
- The Impact of Culture in Education: Collaboration, Professional Learning Communities, and Motivation, *Master's Thesis*, July 2005

FLORIDA DEPARTMENT OF EDUCATION
BUREAU OF EDUCATOR CERTIFICATION

Subject Area Status for CHIP CLATTO (Florida DOE# 1306053)

Subject: **EDUCATIONAL LEADERSHIP (ALL LEVELS)**
Date Received: **3/7/2016**

Official Status of Statement(s) of Eligibility

Eligibility Status	Subject Area	Expiration Date
ELIGIBLE	EDUCATIONAL LEADERSHIP (ALL LEVELS)	04/04/2019

Reference Sheet

Chip P. Clatto

6757 SW 41st Drive - Davie, Florida 33314

(314) 280-1653 – cpclatto@yahoo.com

Professional References

Relationship and Range of Knowledge

Dr. Dan Edwards
801 N. 11th Street
St. Louis, Mo. 63110
(314) 565-1453
Dan.Edwards@slps.org
Assistant Superintendent

Dr. Edwards was my supervisor for eight years in the St. Louis Public School District. He can verify my leadership ability and my capability of building a first class educational environment and product, which included the selection of fantastic teachers, curricular and program development, outstanding academic performance and a stimulating and student centered culture.

Mr. Jim Linhares
Associate Principal
4970 Oakland Ave
St. Louis, Mo. 63110
(314) 471-4186
jlinhares@sluh.org

Mr. Linhares was my former Associate Principal for Mission at St. Louis University High for two year and attested in his reference to my ability as an "extraordinary school leader and a charismatic educator," as well as my "ability to evaluate teachers and my passionate dedication to the growth and success of young people."

Dr. Nicole Nunn-Faron
Associate Professor
St. Charles Comm. College
#6 Brave Frontier Ct.
O'Fallon Mo. 63368
(636) 485-3498
nnunnfaron@stchas.edu

Dr. Nunn-Faron, was my former Instructional Coach for the math and science departments at Gateway Tech. for three years, said in her reference, "I can attest to his extraordinary interpersonal style which is evident through his positive relationships, strengths, skill and character." She can also speak to my leadership and commitment to excellence, which she says is "far above exceptional."

Ms. Ellen Moceri
Retired Head of School
Ransom Everglades School
710 S. Hanley, Unit 21D
St. Louis, Mo. 63105
(786) 229-0402
cheersellen@gmail.com

Ms. Moceri served as a member of my Advisory Board at the Collegiate School of Medicine and Bioscience Magnet High School. Ms. Moceri will verify my ability to create a school of excellence through my creation of Collegiate School and my resourcefulness to overcome a multitude of obstacles. As the former head of one of the top schools in America, Ransom Everglades, Miami, Ms. Moceri certainly knows what academic excellence looks like.

Ms. Giovanna Stincer
Associate Head, External Relations
NSU University School
3375 SW 75 Ave.
Ft. Lauderdale, FL 33314
(954) 262-4435
gstincer@nova.edu

Ms. Stincer was my supervisor at University School for one year. Among her responsibilities in her role as Associate Head of External Relations is she oversees all human relations for the school. Ms. Stincer stated in her reference letter that I "exemplified strong characteristics of a great leader and I possess a strong work ethic and commitment to quality education," and in addition to my strong character, is my "ability to build meaningful relationships with his students."

Ms. Maxine Clark
Founder
Build a Bear Workshop
2105 S. Warson Road
St. Louis, Mo. 63124
(314) 422-5951
maxine@buildabear.com

Ms. Clark served as a member of my Advisory Board at the Collegiate School of Medicine and Bioscience Magnet High School. Ms. Clark will verify my ability as an educational leader with an entrepreneurial acumen to develop every aspect of a school of excellence through my creation of Collegiate School, including my capacity to form one of the most influential advisory boards associated with any school, as well as marketing, and my ability to identify and hire amazing staff.

ST. LOUIS UNIVERSITY HIGH
A Jesuit College Preparatory School • Founded 1818

John Moran Ph.D.
Principal
James D. Linhares, Jr.
Assistant Principal for Mission

www.sluh.org

1/21/16

Concerning the Application of Chip Clatto:

For two years, Chip Clatto served with distinction as an Assistant Principal at St. Louis U. High. I worked very closely with Chip and found him to be an extraordinary school leader and a charismatic educator. I am delighted to recommend him.

I have worked as a teacher and coach at SLUH for 33 years and as Assistant Principal for nine years. My primary responsibilities include hiring, teacher training, teacher evaluation and support, and maintaining a mission focus across all of our courses, programs and activities. Chip collaborated extensively with me in each of these areas. His position as an Assistant Principal required him to share responsibilities covered by all members of the administrative team: observing and coaching teachers, evaluating teachers and coordinating their professional development plans and, as directed by the Principal, attending to a wide variety of tasks from daily discipline to long-term strategic planning that cut across all dimensions of school life.

Chip also served as the building Principal for our vibrant and extensive Summer School. This involved not only the direct administration of an entirely separate faculty, curriculum and middle school/high school student body during the summer months, but also year-round administrative responsibility for enrollment, staffing, curriculum development and facilities planning for the Summer School.

In his particular role as Assistant Principal for Diversity, Chip had primary responsibility for minority recruitment of teachers and students, coordination of academic and personal support for students with diverse racial, ethnic and cultural backgrounds, providing instruction for students needing better study skills and strategies, education of faculty on diversity issues, moderating our Association for Cultural Enrichment for Students (ACES) and coordinating our outreach programs for minority alums. As this list suggests, he had a large administrative footprint at SLUH.

But his impact as an educator and leader on a personal and communal level at SLUH was even more important than the professional competence that covering those many duties suggests. From my first meeting with Chip I was impressed by a vital, underlying strength he brings to his work: passionate dedication to the growth and success of young people. Whatever the program or challenge may be, that is where Chip's focus is. Having an office next to his, I had the opportunity to hear his interactions with young people. The mere fact that many young people sought him out for counsel and support is important in itself. Chip has an impressive way of combining genuine care and concern with a message of challenge and motivation. Students at SLUH responded very well to that combination of gifts.

Many students at SLUH went from struggling to thriving thanks to his efforts with them and their teachers. Beyond that, in a very short time he moved to help us make institutional changes to facilitate the success of our minority students. He initiated a study skills curriculum at SLUH and helped arrange adaptations to sections of our Math and English curriculum to better address struggling students. He

designed a SLUH program for grade school and middle school students to help them prepare for success in high school. Through key programs and relationships, he initiated an active outreach to our African American alums and encouraged them to give back to our students and our community. His ongoing efforts to reach out to more diverse candidates for positions at SLUH resulted in several hires that enhanced our ability to serve a diverse student body and improve the quality of some of our academic and co-curricular programs. At a traditional institution like ours, these were remarkable accomplishments.

Let me share a few quick anecdotes to put a more personal context on these remarks. I recall the energy and enthusiasm of a crop of new teachers leaving their orientation meeting with Chip. They were inspired. He had set out for them the challenge and the opportunity that lay before them in helping SLUH to become a more responsive community to students from diverse backgrounds. Their verbal and written comments were glowing. He had passed to them his own infectious enthusiasm for encouraging young people. One young woman who'd left an Indian reservation to come to SLUH remarked: "This was my favorite session. I'm just so glad that a 'traditional' place like SLUH sees the need for this kind of vision. Chip really inspired us!" I also recall the satisfaction, and frankly the relief, expressed by one long-time Summer School teacher as the last summer term came to an end. "It was so nice to have an experienced administrator in charge. Summer school never went more smoothly." Most importantly, I call to mind the words of the young people themselves. "Mr. Clatto is tough, but he really cares." "He didn't give up on me even when I had given up on myself." These comments reflect many extra, non-required hours spent at games, practices and events to establish those relationships. As I said above, supporting each individual student's path to success is what ultimately drives Chip as a teacher and administrator.

In summary, Chip Clatto has the natural instincts of a leader: confidence in himself, belief in and support for the talents of others, clarity and optimism in his vision for the future combined with a good eye for the practical and strategic steps needed to get there. But he combines those gifts with those of an outstanding teacher and mentor: care, compassion, an ability to connect, and the capacity to transmit enthusiasm and ambition for growth and learning. I recommend him with great enthusiasm.

Sincerely,



James D. Linhares, Jr.
Assistant Principal for Mission
St. Louis University High School

St. Charles
COMMUNITY COLLEGE

2/7/2016

To Whom It May Concern:

It is with great pleasure to recommend Mr. Chip Clatto for an administrative position in your institution. As the former Instructional Coach for the math and science departments at Gateway Tech, I had the opportunity to work collaboratively with Mr. Clatto on a very regular basis; and I was always impressed with his abilities, energy and enthusiasm for education. In addition, Mr. Clatto possesses a true passion for his school and his teachers; and is always willing to assist and or guide both students and faculty in any manner that is needed.

I feel very fortunate to have had the opportunity to work with and learn from Mr. Clatto. I admire his strengths, skill and character. He is well grounded in administrative practices and his knowledge and commitment to our school was one of his most valuable assets. He is extremely child centered and always advocates for the success of all students. His exemplary interpersonal skills, adolescent expertise and commitment, make him an asset for any building or district.

Mr. Clatto's leadership is far above exceptional. His extraordinary interpersonal style is evident through the positive relationships he so quickly establishes. He maintains trusting, comfortable relationships with colleagues, teachers, students and parents. In fact, faculty, students and parents are eager to consult with Mr. Clatto and often request his input and guidance. In my opinion Mr. Clatto's ability to establish immediate rapport, support and trust are a "must" for any position in education, but especially beneficial for administration.

I have no doubt about Mr. Clatto's ability to achieve his professional goals. He works hard and is reliable in his work. Mr. Clatto is never afraid of a challenge and his scholarship and commitment to excellence ensures that his efforts result in high quality performance.

In summary, I give Mr. Clatto my highest recommendation for any administrative position within your school or institution. He will be a true asset to any program. It was a pleasure working with and learning from him. In fact, I personally believe he is by far the best of best. I do offer him my sincerest wishes for his continued success.

Please feel free to contact me if you have any questions or need further information. I can be reached at (636) 485-3498 or nnunnfaron@stchas.edu

Sincerely,

Nicole Nunn-Faron
Associate Professor
St. Charles Community College

NSU University School
NOVA SOUTHEASTERN UNIVERSITY

January 21, 2016

To Whom it May Concern:

I am pleased to be writing this letter on behalf of Mr. Chip Clatto. Almost one year ago, I met Mr. Clatto during our school's search for an Upper School Director. As part of the Search Committee I took it upon myself to do some background screening on the candidates that were interviewing for the job. I was immediately impressed with his experience and credentials. All of the committee members were equally impressed and we invited him here for an on campus interview. During his visit we noticed a serious candidate with a pleasant demeanor. Mr. Clatto was extremely articulate, personable and congenial. It was unanimous that he should be hired.

Mr. Clatto started working here in July of 2015 and he and I bonded right away. I could sense his intelligence and strong character. He exemplified strong characteristics of a great leader. Mr. Clatto quickly earned the respect of his teachers and colleagues. Everyone appreciated him as a true professional and valued colleague. The students also really liked him, especially the athletes. He attended most evening events, games, shows after working all day in school. He has an amazing work ethic! The students really appreciated the fact that he took the time to get to know them.

I believe that Mr. Clatto will be successful anywhere he goes. His strong work ethic and commitment to quality education are most evident. I highly recommend him for your institution!

Sincerely,

Giovanna Stincer

Associate Head of School

3375 SW 75th Avenue • Fort Lauderdale, Florida 33314-1400 • (954) 262-4419 • Fax: (954) 262-8977 • Web site: *uschool.nova.edu*

NSU University School is accredited by the Southern Association of Colleges and Schools, Florida Council of Independent Schools, and the Florida Kindergarten Council. NSU University School is a member of the National Association of Independent Schools, the Educational Records Bureau, the College Entrance Examination Board, the National Association for College Admission Counseling, the National Association of Laboratory Schools, and the American Camping Association.

MARYVILLE UNIVERSITY of SAINT LOUIS

13550 Conway Road • St. Louis, Missouri 63141

Effective June 1, 1992, name changed to Maryville University of Saint Louis.

MARYVILLE UNIVERSITY
Academic Record

ID NO: 7302350
NAME: Mr. Chip P. Clatto
ADDRESS: 171 Forest Brook Lane
Saint Louis MO 63146

PROGRAM: UG
ENTRY DATE: 08/87
MAJOR: Grad Ed - Elmen
MINOR:

Course No.	Title	GR	CR	PTS	REP	Course No.	Title	GR	CR	PTS	REP

[redacted]

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Release of this document to a third party without written consent of the student is prohibited by law.
A black and white copy of this record is not official.

September 2, 2016

Franklin County School
1250 US Hwy 98
Eastpoint, FL 32328

16-J
ADD

Assistant Principal Rudd,

It is with great regret that I submit this letter as a formal notification of my leave of absence from Franklin County School due to family matters. Although it is short notice, I am giving as much notice as this family matter will allow me to give. My last working day will be Friday, 9 September 2016. I will spend the rest of my remaining time completing all outstanding tasks and preparing my students to the utmost of my ability for the impending transition.

It is my plan to return to full-time work no later than August of 2017. I envision returning by January 2017. However, I am not certain of that and I know that would leave my students without a teacher for four months, which is the last thing I want for the students of Franklin County. Therefore, since I am unable to predict exactly when I will be available to return to work before August of 2017, I leave it in your capable hands to take the most appropriate action whether it be a long-term substitute or seeking a teacher available to finish out the 2016-2017 school year.

I will be setting my students up with enough work to complete that they will be very busy, even with a substitute in the coming weeks, and if you would like for me to continue to plan for them and provide guidance for a substitute I will be more than happy to. I will just be unable to attend school, meetings, and grade as I normally would. This pains me, but as I said it is what is best for my family at this moment in time.

Thank you for your support and understanding, and please do not hesitate to contact me if I can make this transition proceed any smoother.

Regretfully,

Kati-Morgan Hathcock
Kati-Morgan Hathcock

APPROVED
SEPT 6 2016
FRANKLIN COUNTY
SCHOOL BOARD

16-K
ADD

Dear Ms. Rudd and the Franklin County School Board.

I want to preface my remarks by thanking you so very much for giving me the opportunity to serve in the Franklin County School System. My family's roots *(The Bouington Family)* go deep in this area, and it will always have a special place in my heart. As I have traveled to work and enjoyed the breathtaking sunrises, I can understand why my family and numerous other people love this coastal area so much.

As you know, I am currently living with family in Gulf County - in the area between Port St. Joe and Wewahitchka - and will probably remain there for much of this school year. While I have developed special relationships with my co-workers, and have met some wonderful employees, parents, and students, I have decided to submit my resignation and accept an offer of employment at Wewahitchka Elementary School. When I left home this morning, I had absolutely no idea I would receive a job offer in Gulf County for this school year. After getting over the initial shock, I do believe it is an opportunity I must accept.

The position in Gulf County has been advertised for a few weeks and is *posted until filled*. I have informed them that I will give 2 weeks' notice, so my last day in Franklin County will be Friday, September 16, unless you are able to fill or cover my slot before then.

Thank you so much for giving me this opportunity.

Respectfully,

Amy D. Turner

Amy Turner

APPROVED
SEPT 6 2016
FRANKLIN COUNTY
SCHOOL BOARD

APPROVED
SEPT 6 2016
FRANKLIN COUNTY
SCHOOL BOARD

AVID® STANDARD TERMS AND CONDITIONS

This AVID College Readiness System Services and Products Agreement ("Agreement") is entered into by and between AVID Center, a California non-profit corporation ("AVID Center") and the client named in the Quote(s) ("Client").

Article I. Definitions

1.1 AVID College Readiness System Services and Products Agreement ("Agreement"): The Agreement consisting of these AVID Standard Terms and Conditions, Quote(s), Exhibit(s), and any other applicable addenda.

1.2 AVID College Readiness System:

The AVID College Readiness System consists of AVID Elementary, AVID Secondary, and AVID for Higher Education. Client may choose to implement (order) one or more of these components of the AVID College Readiness System as indicated on Quote(s).

(a) AVID Elementary is a foundational component for elementary sites (grades K-8), designed as an embedded, sequential academic skills resource. It is intended for non-elective, multi-subject, multi-ability level classrooms.

(b) AVID Secondary consists of the AVID Elective class as the core and content area teachers using AVID strategies as school-wide implementation.

(c) AVID for Higher Education works with postsecondary institutions to support students with the goal of increasing academic success, persistence and completion rates.

1.3 AVID Materials:

Any material, in any medium, printed or electronic, produced by AVID Center as a resource for Client's implementation of AVID Elementary, AVID Secondary, or AVID for Higher Education.

1.4 AVID Member Site:

Any Client that implements (orders membership corresponding to) AVID Elementary and/or AVID Secondary, or AVID for Higher Education.

1.5 AVID Methodologies:

Those methodologies that, when combined, form the core of AVID Elementary, AVID Secondary, or AVID for Higher Education.

1.6 AVID Programs:

Other AVID offerings that are supplementary to AVID Elementary, AVID Secondary, or AVID for Higher Education (as indicated in parentheses). The specific AVID Programs are further defined in their corresponding Exhibit. This list is subject to change without notice: AVID Excel (AVID Secondary); AVID Roadtrip Nation Experience (AVID Secondary); AVID Summer Bridge (AVID Secondary); AVID Weekly (versions for each: AVID Elementary, AVID Secondary, AVID for Higher Education. AVID Elementary and AVID for Higher Education subscriptions are included as part of membership; AVID Secondary subscriptions are included in Middle School and High School Libraries, if so ordered by Client).

1.7 Exhibit: The document with terms and conditions that relate specifically to a corresponding service or product ordered on the Quote(s).

1.8 Payment Terms: The terms of when payment is due, as listed on the Quote.

1.9 Quote: The order document that is fully incorporated into this Agreement by reference.

1.10 AVID District Director: District leaders that coordinate the implementation of AVID Secondary and/or AVID Elementary at AVID Member Sites within their school system according to the AVID Methodologies. If Client implements AVID Elementary and/or AVID Secondary at any of its AVID Member Sites, then Client agrees to maintain, at its expense, at least one AVID District Director who will enroll in and complete, or have previously completed, the series of AVID District Leadership (ADL) trainings (as described in the corresponding Exhibit).

Article II. Period of Agreement

2.1 Term: The Term ("Term") of this Agreement shall be July 1, 2016 to June 30, 2017 unless earlier terminated as provided herein.

Article III. Licenses and Rights

3.1 Copyright License:

Subject to Client's performance of all the provisions of this Agreement, AVID Center hereby grants to Client a non-transferable license, without the right to sublicense, to distribute, reproduce, and display the AVID Materials and AVID Methodologies solely to implement AVID Elementary and/or AVID Secondary, or AVID for Higher Education as ordered on Quote(s), during the period listed in the corresponding Exhibit, and for no other purpose.

(a) Client may distribute, reproduce, and display the AVID Materials only to appropriate staff and students of the AVID Member Sites listed in Quote(s), for the sole purpose of implementing the specified AVID service or product at the AVID Member Sites and for no other purpose. Client will not permit any of the AVID Materials or AVID Methodologies to be used by anyone other than the AVID Member Sites.

(b) Further, Client will only distribute, display, photocopy, reproduce or otherwise duplicate, those AVID Materials and AVID Methodologies corresponding to the specific AVID service or product listed for each AVID Member Site in Quote(s). [For example, if Quote(s) specifies both AVID Elementary and AVID Secondary membership at ABC School Site, but only specifies AVID Elementary membership at XYZ School Site, Client will not distribute, display, photocopy, reproduce, duplicate, or otherwise make available the AVID Secondary Materials and Methodologies to XYZ School Site.]

(c) Client and any AVID Member Sites will not distribute, display, photocopy, reproduce or otherwise duplicate, all or any part of the AVID Materials or AVID Methodologies to anyone other than the AVID Member Sites without AVID Center's prior written consent.

(d) Should Client wish to make any of the AVID Materials or AVID Methodologies accessible to its AVID Member Sites through the Internet, it will do so on a password-protected website, and it will ensure that only appropriate staff and students of the AVID Member Sites are allowed access to the website.

(e) Should Client wish to make electronic versions of any of the AVID Materials or AVID Methodologies available for download by its AVID Member Sites, it will ensure that only appropriate staff and students of the AVID Member Sites are allowed access to those materials, and it will require that those staff and students agree not to distribute, reproduce, display, or transfer those materials to anyone other than appropriate staff and students of the AVID Member Sites before downloading those materials.

(f) Client and any AVID Member Sites shall not modify or otherwise alter the AVID Materials or AVID Methodologies in any way, or create or distribute any derivative works of the AVID Methodologies or the AVID Materials in any way. Client also agrees not to use or adopt the AVID Methodologies or AVID Materials with respect to any educational or other program except solely to implement AVID under the provisions of this Agreement.

(g) Client and any AVID Member Sites acknowledge that they do not have the right to sell, sublicense, transfer, or lease any of the AVID Materials or AVID Methodologies to any person or entity.

3.2 Trademark License: Subject to Client's performance of all the provisions of this Agreement, AVID Center hereby grants to Client during the Term a non-exclusive, non-transferable, indivisible license, without the right to sublicense, to use the AVID trademarks (collectively "AVID Trademarks"), (a) only as they are incorporated in the AVID Materials, and (b) only on advertising flyers and written promotional materials created by Client or the AVID Member Sites listed in Quote(s) in order to promote and implement AVID at those AVID Member Sites. Client agrees that it will use its best efforts to use the AVID Trademarks in a professional manner in order to preserve and enhance AVID Center's substantial goodwill associated with the AVID Trademarks. Client agrees that it or its AVID Member Sites will not use any of the AVID Trademarks as a corporate or business entity name, as a fictitious business name or as a trade name, and will not use any name in such capacity that is confusingly similar to the AVID Trademarks. Client further acknowledges and agrees that it and its AVID Member Sites cannot modify or otherwise alter any of the AVID Trademarks or use any other designs or logos in conjunction with its use of the AVID Trademarks. Client cannot use the AVID Trademarks for any educational or other program other than to implement AVID at the Member Sites listed in Quote(s) consistent with the above license. Client and its AVID Member Sites will always use the proprietary symbol ® immediately adjacent to the respective AVID Trademarks as noted above with respect to their use of the AVID Trademarks. If Client or its Member Sites desire to use or place the AVID Trademarks on any products, things, or other merchandising items in order to promote AVID, it must first seek and obtain permission from AVID Center by completing AVID Center's Request to Use AVID Center Trademark Form and complying with any of AVID Center's conditions for approval. Any such additional uses of the AVID Trademarks approved by AVID Center shall also be subject to the terms of this license and the other provisions of this Article III.

3.3 Rights Reserved: Notwithstanding anything to the contrary in this Agreement, all rights not specifically granted in this Agreement to Client shall be reserved and remain always with AVID Center.

3.4 Proprietary Rights: The parties agree that AVID Center shall solely own and have exclusive worldwide right, title and interest in and to the AVID Trademarks, AVID Materials and AVID Methodologies, to all modifications, enhancements and derivative works thereof, and to all United States and worldwide trademarks, service marks, trade names, trade dress, logos, copyrights, rights of authorship, moral rights, patents, know-how, trade secrets and all other intellectual and industrial property rights related thereto ("Intellectual Property Rights"). Client shall not challenge, contest or otherwise impair AVID Center's ownership of the AVID Trademarks, AVID Materials or AVID Methodologies, or any of AVID Center's applications or registrations thereof, or the validity or enforceability of AVID Center's Intellectual Property Rights related thereto. Client also agrees not to submit any applications or otherwise attempt to register for itself or others any of the AVID Trademarks, AVID Materials or AVID Methodologies.

3.5 Enforcement: The parties agree that except to the limited extent expressly set forth in Paragraphs 3.1 and 3.2 above, AVID Center will be irreparably harmed and money damages would be inadequate compensation to AVID Center in the event Client breaches any material provision of Article III. Accordingly, all of the provisions of this Agreement shall be specifically enforceable by injunctive and other relief against Client without the requirement to post a bond, in addition to any other remedies available to AVID Center, for Client's breach of any provision of this Agreement.

3.6 Proprietary Notices: Client agrees not to remove, alter or otherwise render illegible any trademark, copyright or other proprietary right notices or other identifying marks from the AVID Materials or any permitted copies thereof.

3.7 Infringement: Client agrees to notify AVID Center of any conduct or actions on the part of third parties of which it becomes aware that might be deemed an infringement or other violation of AVID Center's rights in the AVID Trademarks, AVID Materials or AVID Methodologies. In such an event, AVID Center shall have the sole right to bring an action for infringement or other appropriate action with respect thereto. AVID Center shall exclusively control the prosecution and settlement of any such action. Client agrees to fully cooperate with AVID Center in any such action and provide AVID Center with all information and assistance reasonably requested by AVID Center.

3.8 Compliance With Laws: Client agrees that the AVID Trademarks, AVID Materials and AVID Methodologies will be used in accordance with all applicable laws and regulations and in compliance with any regulatory or governmental agency that has jurisdiction over Client and its educational programs.

3.9 Sole Source: AVID Center affirms that it is the sole source of the AVID College Readiness System to which competition may be precluded due to the existence of a patent, copyright, secret process, or monopoly. AVID Center's sole source development includes intellectual property – copyrights and trademarks – in the AVID Materials, licensing for reproduction of student activity sheets associated with the curriculum, technical assistance, training to teachers and administrators, and coordination of the AVID College Readiness System through consultation, data collection, and Certification processes.

Article IV. Compensation

4.1 Quotes--Invoicing and Payment: During the Term of this Agreement, Client may request Quote(s) for AVID services and/or products. Client indicates its acceptance of a Quote by signing the respective Quote or issuing a Purchase Order in the amount of the Quote. Should Client issue Purchase Order(s) for such Quote(s), the terms and conditions of this Agreement shall control for all Purchase Orders; no terms and conditions on Purchase Orders will apply to any part of this Agreement. AVID Center will invoice Client according to the terms listed in the accepted Quote(s).

Article V. Status of Parties

5.1 Independent Contractors: AVID Center and Client are independent contractors and their relationship is that of a licensor and licensee. This Agreement is not intended to create a relationship of employment, agency, partnership, joint venture, or similar arrangement between the parties. Neither party shall have any power or authority to bind or commit the other party in any respect, contractually or otherwise. In no event shall either party, or any of its respective officers, agents, or employees, be considered the officers, agents, or employees of the other party.

Article VI. Authority

6.1 AVID Center Warranty: AVID Center warrants that the person signing this Agreement is authorized to enter into this Agreement on behalf of the non-profit AVID Center and to bind AVID Center to perform all of its obligations under this Agreement.

6.2 Client Warranty: Client warrants that it has obtained all necessary approvals and taken all necessary steps to enter into this Agreement. The person signing on behalf of Client warrants that he or she has the authority to enter into this Agreement on behalf of Client and to bind Client to perform all of its obligations under this Agreement.

Article VII. Termination

7.1 Termination for Cause: Subject to the last sentence of this Paragraph 7.1, either party has the right to terminate this Agreement at any time if the other party is in material breach of any warranty, term, condition or covenant of this Agreement and (i) fails to cure that breach within thirty (30) days of receiving notice from the non-breaching party which specifies such material breach and demands cure thereof, or (ii) fails to provide the non-breaching party assurance that the breach will be cured within a longer period of time which is acceptable to the non-breaching party. In the case of a breach by Client that is not cured as described above, AVID Center shall have the right to terminate Client's right to conduct all or part of an AVID product or service at one or more specific AVID Member Sites, by giving written notice to Client of the sites so terminated, without terminating this Agreement with respect to the other products or services at the particular AVID Member Site and/or other AVID Member Site(s) subject to this Agreement. Any termination under this Paragraph 7.1 will become effective automatically upon expiration of the cure period in the absence of a cure or mutually agreed-upon resolution. Notwithstanding the foregoing, any material breach by Client, which is further defined as a breach of any of the provisions of Article III, shall be deemed non-curable and AVID Center shall have the right to immediately terminate this Agreement upon such material breach by Client.

7.2 Termination for Convenience: Notwithstanding Paragraph 7.1 above, either party may terminate this Agreement upon thirty (30) days prior written notice to the other party.

7.3 Cessation of Use: Upon termination or expiration of this Agreement: (a) the licenses in Article III shall automatically terminate and revert to AVID Center, (b) Client shall thereafter immediately discontinue AVID in all of its school sites and cease using the AVID Materials, AVID Methodologies, or AVID Trademarks in any way, and (c) Client shall pay any unpaid balances to AVID Center and remain liable for its obligations or other actions that accrued or occurred prior to the termination date.

7.4 Cumulative Remedies: All rights and remedies conferred herein shall be cumulative and in addition to all of the rights and remedies available to each party at law, equity or otherwise. In addition, Sections 3.3, 3.4, 3.5, 3.6, 4.1, and all of the provisions of Articles VII and VIII shall survive the termination or expiration of this Agreement.

Article VIII. General Provisions

8.1 Governing Law and Venue: If any action at law or in equity is brought to enforce or interpret the provisions of this Agreement, then (i) if Client is the party initiating that action (e.g., as plaintiff), this Agreement shall be interpreted under California law, the action shall be submitted to the exclusive jurisdiction of the applicable court in San Diego, California, and venue for the action shall be San Diego, California; and (ii) if AVID is the party initiating the action (e.g., as plaintiff), this Agreement shall be interpreted under the law of the State in which Client is located, the action shall be submitted to the exclusive jurisdiction of the applicable court in the city and State where Client is located and venue for the action shall be that city and State.

8.2 Entire Agreement: All Quotes, Exhibits, and other addenda to this Agreement are fully incorporated herein. This Agreement, including all addenda, constitutes the entire agreement between the parties regarding this subject matter hereof and supersedes all prior oral or written agreements or understandings regarding this subject matter. This Agreement can only be amended by a written document signed by both parties.

8.3 Limitation of Liability: NEITHER PARTY SHALL BE LIABLE FOR ANY INDIRECT, SPECIAL, INCIDENTAL, CONSEQUENTIAL OR EXEMPLARY DAMAGES, WHETHER FORESEEABLE OR NOT, THAT ARE IN ANY WAY RELATED TO THIS AGREEMENT, THE BREACH THEREOF, THE USE OR THE INABILITY TO USE THE AVID COLLEGE READINESS SYSTEM SERVICES AND PRODUCTS, THE RESULTS GENERATED FROM THE USE OF THE AVID COLLEGE READINESS SYSTEM SERVICES AND PRODUCTS, LOSS OF GOODWILL OR PROFITS AND/OR FROM ANY OTHER CAUSE WHATSOEVER.

8.4 Force Majeure: Neither party shall have any liability to the other hereunder by reason of any delay or failure to perform any obligation or covenant if the delay or failure to perform is occasioned by force majeure, meaning any act of God, storm, fire, casualty, unanticipated work stoppage, strike, lockout, labor dispute, civil disturbance, riot, war, national emergency, act of Government, act of public enemy, or other cause of similar or dissimilar nature beyond its control.

8.5 Severability: If any provision of this Agreement is judicially determined to be invalid, void or unenforceable, the remaining provisions shall remain in full force and effect.

8.6 Attorney Fees: In the event a dispute arises regarding this Agreement and a legal proceeding is brought by either party, each party shall be responsible for paying their own attorney fees regardless of the outcome or resolution of the dispute.

8.7 Assignment: Client acknowledges that the favorable terms of this Agreement were granted solely to Client, and that the substitution of any party by Client would destroy the intent of the parties. Accordingly, Client shall have no right to assign, delegate, transfer or otherwise encumber this Agreement or any portion thereof without AVID Center's prior written consent, which can be withheld in its sole discretion.

8.8 Notice: All notices, requests or other communications under this Agreement shall be in writing, shall be sent to the designated representatives of the parties at the addresses set forth in Quote(s), and shall be deemed to have been duly given on the date of service if sent by facsimile or electronic mail, or on the day following service if sent by overnight air courier service with next day delivery and with written confirmation of delivery, or five (5) days after mailing if sent by first class, registered or certified mail, return receipt requested. Each party is required to notify the other party in the above manner of any change of address.

8.9 Counterparts: This Agreement may be executed in several counterparts that together shall be originals and constitute one and the same instrument.

8.10 Non-Waiver: The failure of a party to enforce any of its rights hereunder or at law or in equity shall not be deemed a waiver or a continuing waiver of any of its rights or remedies against the other party, unless such waiver is in writing and signed by the party to be charged.

8.11 Facsimile and Electronic Signatures: The parties hereto (i) each agree to permit the use, from time to time and where appropriate under the circumstances, of signatures sent via facsimile or electronically in a .pdf file or other digital format in order to expedite the transaction(s) contemplated by this Agreement; (ii) each intend to be bound by its respective signature sent by that party via facsimile or electronically in a .pdf file or other digital format; (iii) are each aware that the other, and the other's agents and employees, will rely on signature pages sent via facsimile or electronically in a .pdf file or other digital format; and (iv) each acknowledge such reliance and waive any defenses to the enforcement of this Agreement or of other documents effecting the transactions contemplated by this Agreement based on the signature page being a facsimile, .pdf copy or other digital format. The parties covenant to each other that each time they send a signature page via facsimile or electronically in a .pdf file or other digital format, they will in a timely manner send the other party the countersigned signature page(s).

IN WITNESS WHEREOF, the parties have executed this Agreement on the dates below their signatures, but such dates shall not alter the Term of this Agreement as specified herein:

AVID Center, a California Non-Profit Corporation 501(c)(3)	Franklin County District Schools FL
	
Signature: AVID Center Authorized	Signature: Client Authorized
	Nina M. Marks
Printed or Typed Name	Printed or Typed Name
	Superintendent
Title	Title of Designee
	August 30, 2016
Date	Date

AVID Center
9246 Lightwave Avenue, Suite 200
San Diego, CA 92123
Employer ID # 33-0522594

Exhibit to the AVID College Readiness System Services and Products Agreement for AVID District Leadership Training

As per AVID District Leadership (or "ADL") Training being listed on an approved Quote, this Exhibit to the AVID College Readiness System Services and Products Agreement for AVID District Leadership Training ("AVID District Leadership Training Exhibit") is hereby fully incorporated into the Agreement by and between AVID Center and the Client named on the Quote. The following terms and conditions are in addition to the Standard Terms and Conditions; in the event of a conflict between the Standard Terms and Conditions and this Exhibit, the terms and conditions of this Exhibit shall apply.

Article I. ADL Training

1.1 ADLTraining: AVID provides AVID District Leadership (ADL) Training as part of the ADL fee. ADL Training sessions are designed to prepare and support the AVID District Director. The five sessions are taken in sequential order over a two year period at various facilities throughout the country (the Client should periodically check www.avid.org for listings). The District Director is to maintain a portfolio and additionally participate in online and web-hosted meetings coordinated by AVID Center. ADL Training is for district-level personnel responsible for start-up and quality assurance of the AVID College Readiness System as described above. ADL includes small-group trainings which consist of AVID methodologies, understanding the role and responsibilities of the District Director; and learning about our online resources, data collection, certification, and continued professional learning.

The ADL Training Schedule is split into two years as follows:

	Training Level	Time
Year 1:	Summer Institute/Session 1	3 days, summer
	Session 2	3 days, fall
	Session 3	3 days, spring
Year 2:	Summer Institute/Session 4	3 days, summer
	Session 5	3 days, fall

1.2 Summer Institute: The District Director leads the district's AVID site team facilitation at the AVID Summer Institute. The District Director may attend any additional Summer Institutes other than when they attend for Sessions 1 and 4 as part of their ongoing training; therefore, any such Summer Institute registration fee for the District Director is included in the total ADL price.

1.3 Materials: After attending ADL Session 1, the District Director will be provided with a sample set of all Elementary, Middle Level and High School curriculum, materials, binders, CDs, and supplemental materials needed for district support.

1.4 AVID National Office & Divisional Support: AVID Center will provide support from our national office and divisional/state offices. This support will consist of phone calls, emails, and district visits at the discretion of AVID Center.

Article II. Term of Exhibit

2.1 Term: The parties agree that this Exhibit shall be in effect from July 1, 2016 to June 30, 2017 unless earlier terminated as provided for in the Standard Terms and Conditions ("Term").

Exhibit to the AVID College Readiness System Services and Products Agreement for AVID Secondary Membership

As per AVID Secondary Membership being listed on an approved Quote, this Exhibit to the AVID College Readiness System Services and Products Agreement for AVID Secondary Membership ("AVID Secondary Membership Exhibit") is hereby fully incorporated into the Agreement by and between AVID Center and the Client named on the Quote. The following terms and conditions are in addition to the Standard Terms and Conditions; in the event of a conflict between the Standard Terms and Conditions and this Exhibit, the terms and conditions of this Exhibit shall apply.

Article I. AVID Membership Benefits

1.1 AVID Membership: "AVID Members" or "AVID Member Sites" are those school sites listed on the Quote as implementing one or more AVID programs—Secondary, or Elementary/Secondary. Annual membership runs concurrently with the Term of this Exhibit.

1.2 AVID College Readiness System and Materials: Client is entitled to implement the applicable AVID program(s) only at the AVID Member Sites listed on the Quote, and to use the licensed AVID trademarks, libraries, and student materials for the AVID Member Sites' AVID College Readiness System pursuant to the provisions of this Exhibit and the Standard Terms and Conditions.

1.3 AVID Center Support for Secondary: AVID Center agrees to provide support to Client for its Secondary AVID Member Sites through the District Director and in conjunction with AVID Center's national and/or divisional offices. Membership for Client and AVID Member Sites implementing the Secondary Program includes support from AVID Center's national and/or divisional offices in the following ways:

- Access to training for the AVID site team(s) and AVID elective teacher(s) through AVID Summer Institute;
- Access to training for the District Director through AVID District Leadership Training (ADL), divisional/state meetings and Summer Institute;
- Access to other quality continuing professional learning trainings or services such as AVID Path to Schoolwide Trainings, AVID Weekly, AVID Roadtrip Nation Experience, and others;
- Access to the resources available through the password-protected MyAVID portal website;
- Coordination with Client's District Director to collect, report, and analyze data from Client and AVID Member Sites;
- Review the quality of implementation through the Certification process;
- Access to ongoing AVID College Readiness System development through various divisional workshops and online offerings;
- Permission to use the AVID Trademarks as described in the Standard Terms and Conditions;
- AVID Year in Review and ACCESS academic journals for Client and each AVID Member Site listed on the Quote as implementing the Secondary Program; and
- Assistance in disseminating information about AVID to Client's potential new AVID middle school and high school sites.

1.4 AVID Reports: AVID Center agrees to provide Client with access to reports on AVID data collected by Client.

1.5 AVID Summer Institute: AVID Center agrees to provide Client and its listed AVID Member Sites access to AVID Summer Institute. Client and its listed AVID Member Sites may attend strands at AVID Summer Institutes including the Implementation strands appropriate for their level of implementation (i.e. Secondary). Planning districts and sites are restricted from attending any of the Implementation strands offered but can attend all other strands offered for their program level.

1.6 Licensing Benefits: Membership includes a license to use the AVID Trademarks to promote the AVID Member Sites' implementation of the AVID College Readiness System, to use and implement the AVID Methodologies, and to copy the student activity sheets from the AVID Materials for educational purposes relating to AVID, all pursuant to the provisions of this Exhibit. Licensing runs concurrently with the Term of this Exhibit.

1.7 Annual Membership/License Fee: Client agrees to pay AVID Center an annual membership/license fee based on the total number of AVID Member Sites in Client's AVID program according to the pricing schedule set forth on the Quote.

Article II. Term of Exhibit

2.1 Term: The parties agree that this Exhibit shall be in effect from July 1, 2016 to June 30, 2017 unless earlier terminated as provided for in the Standard Terms and Conditions ("Term").

Article III. Client Responsibilities

3.1 AVID Secondary Methodology: Client agrees to implement AVID according to AVID guidelines and teaching methodologies (collectively "AVID Methodologies") set forth in the AVID publications, guidebooks, and materials (collectively "AVID Materials") or otherwise established by AVID Center, as the same may be modified and/or updated by AVID from time to time at AVID's discretion. Client will implement the AVID Methodologies in the AVID elective class and in academic subject area classes. Client will not materially deviate from the AVID Methodologies without the prior written consent of the Chief Executive Officer of AVID Center. Client is responsible for each of its AVID Member Sites' compliance with this Exhibit.

3.2 AVID Secondary Student Selection: Client agrees to select students for AVID in accordance with the selection criteria established in the AVID Eleven Essentials. AVID Eleven Essentials may be modified and/or updated by AVID from time to time at AVID's sole discretion. Any modifications or updates will be made available to the Client and its AVID Member Sites via the MyAVID portal.

3.3 AVID Secondary Staff Training: Client agrees to provide, at its expense, ongoing training for site coordinators and AVID site teams at AVID Member Sites.

3.4 AVID Summer Institute: Client agrees to ensure that each secondary site in their initial year of implementing AVID Secondary will send a minimum of eight (8) participants (unless AVID agrees to a lesser number on the Quote) to an AVID Summer Institute. The AVID District Director attends at no additional cost and shall not be included in the minimum number of participants required per site team. AVID Center recommends sending a site team that includes the principal, counselor, AVID coordinator, and core subject area teachers. AVID Center recommends AVID Member Sites implementing the second year of the Secondary program send teams of at least five (5) members and encourages AVID Member Sites to continue to send teams to its Summer Institute in subsequent years to maintain and enhance the quality of AVID at their sites. The AVID Summer Institute registration pricing is listed on the Quote. Client understands that travel, lodging, per diem costs and any other costs are not included in the price of the registration.

3.5 Professional Learning: Client agrees to conduct AVID professional learning for its AVID Member Sites based on AVID's national model of providing site coordinator workshops and site team conferences. Agenda for professional learning sessions will be based on school needs, on AVID's national model for coordinator workshops, on topics and agendas provided in training materials, and on the content areas related to educational reform initiatives in public schools in Client's state.

3.6 Data Collection: On at least an annual basis, according to the timeline established by AVID Center, Client shall collect data pertaining to student demographics, course enrollment, site characteristics and related outcomes specified by AVID Center and provide that data to AVID Center via their secure web portal. Client shall also submit such individual student academic and disciplinary data concerning AVID participants as AVID Center may specify. AVID Center's data collection process conforms to the privacy protections specified in the federal Family Educational Rights and Privacy Act (FERPA). AVID Center will maintain as confidential any personally identifiable student information or information that is privileged or confidential under federal or state law and that is conspicuously marked by Client as "privileged" or "confidential" before Client delivers to AVID Center. AVID Center will destroy all individual student data when it is no longer needed for reporting purposes. Client reserves the right to withhold, revise, and/or edit certain confidential data such as student names, Social Security numbers and any other information the disclosure of which would violate FERPA. AVID Center agrees not to use any of the data collected under this Section 3.6 in a manner that would violate, or cause Client to violate, any applicable provision of FERPA.

Funding Sources:

This Agreement anticipates funding from the College Board/Florida Partnership Grant for one (1) site (Franklin County School).

1. College Board/FL Partnership - Annual Membership Fees: $3,695.00
ADL Training Fees: $4,200.00
Summer Institute: $3,625.00
Curriculum: $519.00

2. Franklin County District Schools – $0.00

Total Cost to be paid by College Board/Florida Partnership Grant $12,039.00
Total Cost to Franklin County District Schools $0.00

The breakdown of funding sources included shall not relieve the School System from its obligation for payment should these funding sources not receive full or partial funding.

Mission: *To protect, promote & improve the health of all people in Florida through integrated state, county, and community efforts.*

2016 – 2018 School Health Services Plan

for

APPROVED
SEPT 6 2016
FRANKLIN COUNTY
SCHOOL BOARD

Franklin County

Due by September 15, 2016

E-mail Plan as an Attachment to:

HSF.SH_Feedback@flhealth.gov

Contact Person

Please indicate a contact person who was involved in the preparation of this plan and can answer questions if they arise.

Name & Credentials: Vanessa Edenfield, R.N.

Position & Agency: Community Health Nursing Director (School Health) / Department of Health in Franklin County

Mailing Address: 139 12th Street

City, County, State, Zip: Apalachicola, FL 32320

Office Phone: (850)670-2825, ext. 1012

Work Mobile Phone: (850)653-5980

Email: Vanessa.Edenfield@flhealth.gov

SUMMARY - SCHOOL HEALTH SERVICES PLAN 2016 - 2018

Statutory Authority: Section 381.0056, F.S. requires each local Department of Health to develop, jointly with the school district and school health advisory committee, a School Health Services Plan (referred herein as the "Plan") that outlines the provisions and responsibilities to provide mandated health services in all public schools. Chapter 64F-6.002, Florida Administrative Code (F.A.C.) requires the plan to be completed biennially.

The Plan format is arranged in 3 parts relating to the services provided and funding streams, as follows:

- **Part I: Basic School Health Services - All Public Schools** – this section contains each of the Florida statutes (Department of Health (DOH) and Department of Education (DOE) that relate to the mandated basic health services for students in all public schools.
- **Part II: Comprehensive School Health Services** – 46 counties receive state funding for comprehensive programs that provide enhanced services to high risk children. These services are in addition to the services identified in Part I.
- **Part III: Health Services for Full Service Schools (FSS)** – all counties receive funding for FSS serving high-risk students with limited access to services. These services are in addition to the basic services identified in Part I.

The Plan contains 4 columns, as follows:

- **Column 1 – Statutory Requirements.** This column is in order by statute and establishes the primary requirements and mandates.
- **Column 2 – Program Standards.** This column provides the standards that are related to the statutory requirements. Where rules are not available, standards are based on other guidelines (such as the Florida School Health Administrative Guidelines (May 2012), current School Health Services Plan, or standards of practice).
- **Column 3 – Local Agency(s) Responsible.** The local agencies (local Department of Health, Local Educational Agency (LEA), and School Health Advisory Committee (SHAC)) determine the responsibilities for providing the services described in each statutory requirement and program standard when the Plan is developed. These responsibilities will depend upon the county service/staffing model, funding sources, community partners, and collaboration.
- **Column 4 – Local Implementation Strategy & Activities.** The local agencies will provide implementation strategy and activities to meet each statutory requirement and program standard identified.

_____Franklin_____ County

GENERAL INSTRUCTIONS

- Do not work in this file until you have opened and saved it to your network drive or a flash/travel drive. When saving for the first time, use the "Save As" function and add your county's name to the beginning of the file name so your plan will not be confused with that of another county.

- If you need clarification on the programmatic items in the plan, please email the School Health mailbox at: hsf.sh_feedback@flhealth.gov

REFERENCES

Florida School Health Laws and Rules: http://www.floridahealth.gov/programs-and-services/childrens-health/school-health/_documents/statutory-rules-schoolhealth-2015-2016.pdf

Center for Disease Control and Prevention Coordinated School Health Model: http://www.cdc.gov/HealthyYouth/CSHP/

Florida School Health Administrative Guidelines (2012): http://www.floridahealth.gov/healthy-people-and-families/childrens-health/school-health/_documents/adminstrative-guidelines.pdf

Guidelines for the Care and Delegation of Care for Students with Asthma in Florida Schools (2013): http://www.floridahealth.gov/programs-and-services/childrens-health/school-health/_documents/asthma-guidelines-2013.pdf

Guidelines for the Care and Delegation of Care for Students with Diabetes in Florida Schools (2015): http://www.floridahealth.gov/programs-and-services/childrens-health/school-health/_documents/diabetes-guidelines-for-the-care-delegation-of-care-for-students-with-diabetes-in-florida-schools.pdf

The Role of the Professional School Nurse in the Delegation of Care in Florida Schools: http://www.floridahealth.gov/programs-and-services/childrens-health/school-health/_documents/role-of-rn-in-delegation-of-care-in-florida-schools.pdf

Emergency Guidelines for Schools (Florida Edition, 2010): http://www.floridahealth.gov/provider-and-partner-resources/emsc-program/_documents/egs2011fl-edtion.pdf

Promoting Health and Academic Success Through Collaboration and Partnership: A Guide for Florida's School Health Advisory Committees: http://www.floridahealth.gov/programs-and-services/childrens-health/school-health/_documents/fl-shac-manual-2013.pdf

State Requirements for Educational Facilities (2014): http://www.fldoe.org/core/fileparse.php/7738/urlt/srefrule14.pdf

School Health Program Coding Manual: http://www.floridahealth.gov/programs-and-services/childrens-health/school-health/_documents/school_health_coding_manual_2016-17.pdf

_____Franklin_____ County

2016 - 2018 School Health Services Plan Signature Page

My signature below indicates that I have reviewed and approved the 2016 - 2018 School Health Services Plan and it's local implementation strategies, activities, and designations of local agency responsibility as herein described:

Position	Name and Signature	Date
Local Department of Health Administrator / Director		
	Printed Name	
	Signature	*Date*
Local Department of Health Nursing Director		
	Printed Name	
	Signature	*Date*
Local Department of Health School Health Coordinator		
	Printed Name	
	Signature	*Date*
School Board Chair Person	Pam Shiver	
	Printed Name	09/06/16
	Signature	*Date*
School District Superintendent	Nina M. Marks	
	Printed Name	
	Nina M. Marks	09/06/16
	Signature	*Date*
School District School Health Coordinator	Sue Summers	
	Printed Name	
	Sue Summers	09/06/16
	Signature	*Date*
School Health Advisory Committee Chairperson		
	Printed Name	
	Signature	*Date*
School Health Services Public / Private Partner		
	Printed Name	
	Signature	*Date*

Part	**Statutory Requirements** *(Legislative mandates that establish School Health Program requirements)*	**Program Standards** *(Standards and Administrative Code that support statutory requirements, are identified)*	**Local Agency(s) Responsible** *(Identify the local agency(s) responsible for each requirement)*	**Local Implementation Strategy & Activities** *(Provide the local strategies and activities to accomplish the plan requirement/standard identified on each line)*
PART I: PREVENTIVE HEALTH SERVICES FOR ALL PUBLIC SCHOOLS				
I.	1. s. 381.0056, F.S. School Health Services Program.	a. Each local Department of Health uses the annual schedule C funding allocation (General Appropriations Act) to provide school health services pursuant to the School Health Services Act (s. 381.0056(1), F.S.) and the requirements of the Schedule C Scope of Work.	Florida Department of Health in Franklin County (FDOH - Franklin County)	**1. Annual budgetary planning process** **2. Monthly review of revenues/expenses** **3. Budget amendments quarterly or as needed**
I.	2. s. 381.0056(3), F.S. The Department of Health (DOH), in cooperation with the Department of Education (DOE), shall supervise the administration of the school health services program and perform periodic program reviews.	a. The local Department of Health and local education agency (LEA) each designate one person to be responsible for the coordination of planning, development, implementation and evaluation of the local school health program. Those two individuals should collaborate throughout the school year to assure program compliance and to plan and assess the delivery of program services. (Ch. 64F-6.002(2)(i), F.A.C.)	Florida Department of Health in Franklin County Franklin School District	**1. Consult with the Franklin District liaison on a quarterly basis to review the HS plan and delivery of services.** **2. Consult with principals and leadership committee monthly or as needed to evaluate and monitor progress.**
		b. The local school health services plan shall describe employing or contracting for all health-related staff and the supervision of all school health services personnel regardless of funding source. (Ch. 64F-6.002(2)(j), F.A.C.)	Florida Department of Health in Franklin County	**All Franklin County SH staff will be employed by the Florida Department of Health in Franklin County.**

Part	**Statutory Requirements** *(Legislative mandates that establish School Health Program requirements)*	**Program Standards** *(Standards and Administrative Code that support statutory requirements, are identified)*	**Local Agency(s) Responsible** *(Identify the local agency(s) responsible for each requirement)*	**Local Implementation Strategy & Activities** *(Provide the local strategies and activities to accomplish the plan requirement/standard identified on each line)*
		c. Protocols for supervision of school health services personnel shall be described in the local school health services plan to assure that such services are provided in accordance with statutory and regulatory requirements and professional standards. (Ch. 64F-6.002(2)(j)(1), F.A.C.), and consistent with the Nurse Practice Act (Ch.464, F.S.) and the Technical Assistance Guidelines - The Role of the Professional School Nurse in the Delegation of Care in Florida Schools (Rev. 2010).	Florida Department of Health in Franklin County	**1. SH services supervision will be under the direction of the Florida Department of Health in Franklin County and the protocols will be signed by the Medical Director of the Florida Department of Health in Franklin County.** **2. Protocols will be developed with the school district liaison and provided to the school district.**
		d. Decisions regarding medical protocols or standing orders in the delivery of school health services are the responsibility of the local Department of Health medical director in conjunction with district school boards, local school health advisory committees, the school district medical consultant, or the student's private physician. (Ch. 64F-6.002(2)(j)(2), F.A.C.)	Florida Department of Health in Franklin County Franklin School District	**1. Medical protocols or any standing orders will be developed with the district liaison, SHAC and provided to the Medical Director of the Florida Department of Health in Franklin County and school district for review and approval. 2. Child specific protocols will be developed by the SH R.N. Coordinator, Medical Director of FDOH in Franklin County and child's physician/medical team.**
I.	3. s. 381.0056(4)(a), F.S. Each local Department of Health shall develop, jointly with the district school board (a.k.a. local educational agency or LEA) and the local school health advisory committee (SHAC), a school health services plan.	a. Each local school health services plan shall be completed biennially and approved and signed by at a minimum the superintendent of schools, school board chairperson, local Department of Health medical director or administrator.	Florida Department of Health in Franklin County Franklin School District	**1. School Health Services Plan shall be completed by the School Health Coordinator. The School Health Services Plan will be approved by the Franklin County School Board and Department of Health in Franklin County and signed by the required positions on the SH Services Plan Signature Page.**

Part	**Statutory Requirements** *(Legislative mandates that establish School Health Program requirements)*	**Program Standards** *(Standards and Administrative Code that support statutory requirements, are identified)*	**Local Agency(s) Responsible** *(Identify the local agency(s) responsible for each requirement)*	**Local Implementation Strategy & Activities** *(Provide the local strategies and activities to accomplish the plan requirement/standard identified on each line)*
		b. The local school health services plan shall be reviewed each year for the purpose of updating the plan. Amendments shall be signed by the school district superintendent and the local Department of Health medical director or administrator. (Ch. 64F-6.002(3)(a), F.A.C.).	Florida Department of Health in Franklin County	**1. Consult with Franklin District liaison on an annually basis to review the HS plan.** **2. Consult with principal and leadership committee as needed for recommendations. 3. Consult with SHAC at least annually to update SH plan and develop new strategies.**
		c. Establish procedures for health services reporting in Health Management System (HMS) and the annual report, to include services provided by all partners. (Ch. 64F-6.002(2)(g), F.A.C.).	Florida Department of Health in Franklin County	**1. Input all school health services in HMS daily by all SH staff.** **a. Review any coding updates with SH staff as needed.** **b. Review coding by staff on a weekly basis.** **c. Review screening results monthly to insure accuracy**.
		d. As per s. 381.0056(4)(a)(18)(b), F.S., each School Health Advisory Committee (SHAC) should include members representing the eight components of the Centers for Disease Control and Prevention's Coordinated School Health (CSH) model. The SHAC is encouraged to address the eight CSH components in the school district's wellness policy pursuant to s. 1003.453, F.S.	Florida Department of Health in Franklin County Franklin School District	**The SHAC members will represent all the components of the CDC's CSH model. The SHAC will address and review these components in the school district's wellness policy.**
I.	4. s. 381.0056(4(a)(1), F.S. Health appraisal	a. Determine the health status of students.	Florida Department of Health in Franklin County	**Review clinic forms and school entry examinations annually for chronic health conditions.**
I.	5. s. 381.0056(4)(a)(2), F.S. Records review	a. Perform initial school entry review of student health records, to include school entry physical, immunization status (DH 680), cumulative health record, emergency information, etc. (Ch. 64F-6.005(1), F.A.C.)	Florida Department of Health in Franklin County	**1. SH staff will review these records on all students.** **2. SH staff will contact parents/legal guardians regarding any deficits in records.**

Part	**Statutory Requirements** *(Legislative mandates that establish School Health Program requirements)*	**Program Standards** *(Standards and Administrative Code that support statutory requirements, are identified)*	**Local Agency(s) Responsible** *(Identify the local agency(s) responsible for each requirement)*	**Local Implementation Strategy & Activities** *(Provide the local strategies and activities to accomplish the plan requirement/standard identified on each line)*
		b. Perform annual review of each student's emergency information and medical status. An emergency information card for each student shall be updated each year. (CH. 64F-6.004(1)(a), F.A.C.)	Florida Department of Health in Franklin County	**1. New medical and emergency information forms will be provided to the schools each year and be in the registration packet.** **2. SH staff will attend the registrations and orientation to:** **a. Assist parent with filling out the paperwork.** **b. Answer questions regarding health services.**
I.	6. s. 381.0056(4)(a)(3), F.S. Nurse assessment	a. Perform school entry and periodic assessment of student's health needs. (Ch. 64F-6.001(6), F.A.C.).	Florida Department of Health in Franklin County	**1. SH R.N. will review clinic cards annually and as needed.** **2. SH staff will inform the SH R.N. of any changes in student conditions or medication regimen.**
		b. For day-to-day and emergency care of students with chronic or acute health conditions at school, the registered nurse (RN) develops an individualized healthcare plan (IHP).	Florida Department of Health in Franklin County	**1. Send out health condition questionaires to parents.** **2. Consult parents or staff as needed.** **3. Develop health care plans specific for the student.** **4. Update plans as needed.**
		c. The RN utilizes the IHP to develop an emergency action plan (EAP) and/or an Emergency Care Plan (ECP) for use by unlicensed assistive personnel and school staff.	Florida Department of Health in Franklin County	**1. Develop emergency action plan on the student and the EAP will be given to school staff and unlicensed assistive personnel.**
I.	7. s. 381.0056(4)(a)(4), F.S. Nutrition assessment	a. Identify students with nutrition related problems (Florida School Health Administrative Guidelines. May 2012, Ch. 11).	Florida Department of Health in Franklin County	**1. SH R.N. will identify students with nutrition related issues or problems through record reviews, screenings, and/or staff consultations.**
I.	8. s. 381.0056(4)(a)(5), F.S. Preventive dental program	a. Recommended services include: Minimally - age appropriate oral health education to all grades and referral system.	Florida Department of Health in Franklin County	**SH staff provides oral health education to students and refers them for dental services.**
		b. Mid-range - oral health screenings, fluoride varnish or rinse program (both recommended for either 2nd or 3rd grades).	Florida Department of Health in Franklin County	**Provide oral health screenings to KG, 1st, 3rd and 6th grades and check any students referred.** **Florida Department of Health in Franklin County no longer has a school- based dental clinic at the Franklin County School or a dental clinic in Carrabelle.**

Part	**Statutory Requirements** *(Legislative mandates that establish School Health Program requirements)*	**Program Standards** *(Standards and Administrative Code that support statutory requirements, are identified)*	**Local Agency(s) Responsible** *(Identify the local agency(s) responsible for each requirement)*	**Local Implementation Strategy & Activities** *(Provide the local strategies and activities to accomplish the plan requirement/standard identified on each line)*
		c. Best practice - school-based or school-linked dental sealant program and primary dental services as available. Recommend a licensed dental professional liaison from the local Department of Health or community partner to provide screenings, preventive oral health services and referrals.	Florida Department of Health in Franklin County	**Florida Department of Health in Franklin County no longer has a dental program in Carrabelle or a school-based dental clinic at the Franklin County School. Community and surrounding counties with dental providers will provide oral health services and referrals.**
I.	9. s. 381.0056(4)(a)(6-9), F.S. Provisions for screenings	a. Provide screenings and a list of all providers. Screenings: (1) Vision screening shall be provided, at a minimum, to students in grades kindergarten, 1, 3 and 6 and students entering Florida schools for the first time in grades kindergarten through 5. (2) Hearing screening shall be provided, at a minimum, to students in grades kindergarten, 1 and 6; to students entering Florida schools for the first time in grades kindergarten through 5; and optionally to students in grade 3. (3) Growth and development screening shall be provided, at a minimum, to students in grades 1, 3 and 6 and optionally to students in grade 9. (4) Scoliosis screening shall be provided, at a minimum, to students in grade 6. (Ch.64F-6.003(1-4), F.A.C.)	Florida Department of Health in Franklin County	**1. SH staff will provide vision screenings at all Franklin County Schools and students entering Florida Schools for the first time in grades kindergarten through 5.** **2. SH staff will provide hearing screenings to students in grades kindergarten, 1, 3 and 6 and to students entering Florida schools for the first time in grades kindergarten through 5.** **3. SH staff will provide growth and development screenings to grades 1, 3 and 6.** **4. SH R.N. will provide scoliosis screenings to students in grade 6.** **5. SH staff will provide BP screenings for students in 9th grade.**

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		b. Assist in locating referral sources for additional evaluation and/or treatment for students with abnormal screening results. Referral sources may include, but are not limited to, state contracted vision service providers (provided the student meets eligibility requirements), other service providers and local resources. (1) Provide a list of all referral providers.	Florida Department of Health in Franklin County	**SH R.N. will refer these students to appropriate vision sources for evaluation of abnormal screening results. Students who meet the eligibility requirements will be referred to the assigned providers who are Florida Heiken Children's Vision Program or Florida's Vision Quest Program.**
		c. Establish a system to document and track screening results and referrals.	Florida Department of Health in Franklin County	**Referral tracking log will be utilized by the SH staff to monitor screening results and referral outcomes.**
		d. Ensure all screening services are coded into HMS to include initial screenings, re-screenings, abnormal results/referrals, outcomes, and incomplete referrals after three attempts.	Florida Department of Health in Franklin County	**1. All data will be entered by SH staff.** **2. SH Coordinator will review coding of screening results and outcomes weekly to insure accuracy.**
I.	10. s. 381.0056(4)(a)(10), F.S. Health counseling	a. Provide health counseling as appropriate.	Florida Department of Health in Franklin County	**SH R.N. will provide counseling as needed to students and parents.**
		b. Document health counseling in the student health record.	Florida Department of Health in Franklin County	**All documentation will be entered in Healthmaster.**
I.	11. s. 381.0056(4)(a)(11), F.S. Referral and follow-up of suspected and confirmed health problems	a. Provide referral and follow-up of abnormal health screenings, emergency health issues, and acute or chronic health problems.	Florida Department of Health in Franklin County	**SH staff will:** **a. Document in Healthmaster.** **b. Consult with R.N. to provide follow-up.**
		b. Coordinate and link to community health resources.	Florida Department of Health in Franklin County	**SH R.N. will provide referrals and assist in making contact with appropriate health providers and/or community resources.**
		c. Require child abuse reporting. (s. 1006.061, F.S.)	Florida Department of Health in Franklin County Franklin School District	**Suspected child abuse will be reported by SH and school district staff.**

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		d. Provide referral to services to sexually exploited children including: counseling, healthcare, substance abuse treatment, educational opportunities, and a safe environment secure from traffickers (Ch. 39.001 (4) (a-d), F.S.) and report as child abuse (s.1006.061, F.S.).	Florida Department of Health in Franklin County Franklin County District	**SH and school district staff will provide referral to services necessary for any sexually exploited children. Report child abuse to the appropriate authority.**
I.	12. s. 381.0056(4)(a)(12), F.S. Meeting emergency health needs in each school	a. Ensure written health emergency policies and protocols are maintained and include minimum provisions. (Ch. 64F-6.004(1), F.A.C.). List protocols used (i.e. Emergency Guidelines for Schools 2011 Florida Edition).	Florida Department of Health in Franklin County	**SH Coordinator will ensure that emergency protocols are available at each school. Emergency Guidelines for Schools 2016 Florida Edition are used.**
		b. Ensure health room staff and two additional staff in each school are currently certified in cardiopulmonary resuscitation (CPR) and first aid and a list is posted in key locations. (Ch. 64F-6.004(2&3), F.A.C.). Include on the list location and phone numbers of these staff members.	Florida Department of Health in Franklin County Franklin School District	**1. All SH staff are trained and certified in CPR and First Aid.** **2. Franklin County Schools maintains teachers, coaches health aides, bus drivers and other district staff to be trained and certified in CPR and First Aid.**
		c. Assist in the planning and training of staff responsible for emergency situations. (Ch. 64F-6.004(4), F.A.C.)	Florida Department of Health in Franklin County Franklin County District	**1. Coordinate with District and DOH personnel for emergency trainings.** **2. Participate in any practice exercises.**
		d. The school nurse shall monitor adequacy and expiration of first aid supplies, emergency equipment and facilities. (Ch. 64F-6.004(5), F.A.C.)	Florida Department of Health in Franklin County Franklin School District	**SH staff will check all emergency equipment and first aid supplies and do monthly inventories on these equipment & supplies.**
		e. The school principal (or designee) shall assure first aid supplies, emergency equipment, and facilities are maintained. (Ch. 64F-6.004(6), F.A.C.)	Florida Department of Health in Franklin County Franklin School District	**1. SH staff will do monthly inventories on first aid supplies and emergency equipment in the clinics.** **2. School district will monitor other emergency equipment on campus and see that it is maintained.**

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		f. All injuries and episodes of sudden illness referred for emergency health treatment shall be documented and reported immediately to the principal or the person designated by the principal or the acting principal. (Ch. 64F-6.004(7), F.A.C.)	Florida Department of Health in Franklin County	**1. SH staff will document in Healthmaster and report any injury or illness involving emergency treatment to the principal and SH Coordinator immediately.**
		g. It is the responsibility of each school that is a member of the Florida High School Athletic Association to: 1) have an operational automatic external defibrillator (AED), 2) ensure employees expected to use the AED obtain appropriate training, and 3) and register the AEDs with the county emergency medical services director. (s. 1006.165, F.S.)	Franklin School District Florida Department of Health in Franklin County	**1. Franklin School District will be responsible for the maintenance and training in the use of AEDs.** **2. * Register AEDs in clinics with the local county emergency medical services director. All AEDs in different school locations will be registered with the county emergency medical services director.**
I.	13. s. 381.0056(4)(a)(13), F.S. Assist in health education curriculum	a. Collaborate with schools, health staff and others in health education curriculum development.	Florida Department of Health in Franklin County	**SH staff will continue to work with the school staff in the development of health curriculum.**
I.	14. s. 381.0056(4)(a)(14), F.S. Refer student to appropriate health treatment	a. Use community or other available referral resources.	Florida Department of Health in Franklin County	**SH staff will continue to collaborate and use community referral sources.**
		b. Assist in locating referral sources for Medicaid eligible or underinsured students (community health and social service providers).	Florida Department of Health in Franklin County	**1. SH staff will maintain a current list of community referral sources.** **2. SH staff will cultivate partnerships with the community health providers.**
I.	15. s. 381.0056(4)(a)(15), F.S. Consult with parents or guardian regarding student's health issues	a. Provide consultation with parents, students, staff and physicians regarding student health issues. (Ch. 64F-6.001(1), F.A.C.)	Florida Department of Health in Franklin County	**SH staff will provide consultation with parents, students, staff and their physicians regarding student health issues.**
I.	16. s. 381.0056(4)(a)(16), F.S. Maintain health-related student records	a. Maintain a cumulative health record for each student that includes required information. (Ch. 64F-6.005(1), F.A.C.)	Florida Department of Health in Franklin County	**SH staff will document in Healthmaster and maintain the cumulative health records.**

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		b. Maintain student health records per s. 1002.22, F.S. (Ch. 64F-6.005(2), F.A.C.)	Florida Department of Health in Franklin County	**All school health records will be maintained as required by the statute.**
I.	17. s. 381.0056(4)(a)(17), F.S. Provision of health information for Exceptional Student Education (ESE) program placement	a. Provide relevant health information for ESE staffing and planning according Ch. 6A-6.0331 and 64F-6.006, F.A.C.	Florida Department of Health in Franklin County	**1. SH Coordinator will ensure that all pertinent health information is available for ESE staffing.**
I.	18. s. 381.0056(5)(a)(18), F.S.	a. Notification to the local nonpublic schools of the school health services program and the opportunity for representatives of the local nonpublic schools to participate in the development of the cooperative health services plan.	Florida Department of Health in Franklin County	**Each school will be notified on a yearly basis and given the opportunity to participate in the school health services program.**
		b. A nonpublic school may request to participate in the school health services program provided they meet requirements pursuant to s. 381-0056(5)(a)-(g), F.S.	Florida Department of Health in Franklin County	**SH Coordinator will ensure that requirements are met if participation is requested.**
I.	19. s. 381.0056(6)(a), F.S. The district school board shall include health services and health education as part of the comprehensive plan for the school district.	a. School-based health services are provided to public school children in grades pre-kindergarten through twelve. Health services are provided to public charter schools, based upon the charter, local contracts, and agreements. Counties offer school health services to private schools, based upon their participation in the School Health Services Plan, and the availability of staff and local resources. (Florida School Health Administrative Guidelines. May 2012, Section I-2).	Franklin School District Florida Department of Health in Franklin County	**The school district liaison and SH coordinator will coordinate efforts to present an updated education plan to the school board.**

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		b. Describe how CHD staff will assist school personnel in health education curriculum development. Since the CHD staff includes health professionals with expertise in many disciplines, they should be considered a primary resource for topics related to student health and wellness. County health department staff may serve as content and curriculum experts in their particular specialty (i.e. dental health, nutrition, hygiene and communicable disease prevention, injury prevention, human growth and development, sexually transmitted diseases, and other health topics relevant to school-age children and adolescents). (Florida School Health Administrative Guidelines. May 2012, Section III, Ch.15-1).	Franklin School District Florida Department of Health in Franklin County	**1. SH staff are available and willing to provide any health information on various topics related to health and wellness of the students and staff.** **2. Work closely with school district liaison on pertinent health issues that need to be addressed.**
I.	20. s. 381.0056(6)(b), F.S. The district school board shall provide in service health training for school personnel.	a. Please list providers of in service health training for school personnel.	Franklin School District Florida Department of Health in Franklin County	**The school district liaison and SH coordinator will coordinate efforts to provide in-service training for school personnel.**
I.	21. s. 381.0056(6)(c), F.S. The district school board shall make available adequate physical facilities for health services.	a. Health room facilities in each school will meet DOE requirements. (State Requirements for Educational facilities, December 2012 and/or State Requirements for Existing Educational Facilities 2012).	Franklin School District Florida Department of Health in Franklin County	**The school district liaison and SH coordinator will continue to maintain adequate school health clinics for health services.**
I.	22. s. 381.0056(6)(d), F.S. The district school board shall, at the beginning of each school year, provide parents with information concerning ways that they can help their children to be physically active and eat healthful foods.	a. List programs and/or resources to be used.	Franklin School District Florida Department of Health in Franklin County	**The dietary staff and SH will collaborate on presentation of information to parents regarding nutrition through newsletters, programs and other outreach.**

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I.	23. s. 381.0056(6)(e), F.S. The district school board shall inform parents or guardians in writing at the beginning of each school year of the health services provided.	a. Provide the opportunity for parents or guardians to request an exemption in writing.	Franklin School District Florida Department of Health in Franklin County	**1. Yearly permission forms are provided to parents regarding SH services in the registration packet. This form gives them the opportunity to opt out of services.**
		b. Obtain parent permission in writing prior to invasive screening.	Florida Department of Health in Franklin County	**SH staff will not perform any invasive screenings without prior parental/legal guardian permission.**
I.	24. s. 1003.22(1), F.S. Each district school board shall require that each child who is entitled to admittance to kindergarten, or is entitled to any other initial entrance into a public school in this state, present a certification of a school-entry health examination performed within 1 year prior to enrollment in school.	a. The school health plan shall include initial school entry health examination policy. (Ch. 64F-6.002(2)(f), F.A.C.) Note: Reference policy to Ch. 6A-6.024, F.A.C.	Franklin School District Florida Department of Health in Franklin County	**1. All children shall be required to have proof of a physical examination before entry into the school (FCSB Policy Manual - Chapter 5.10 I A.** **2. School and SH staff will collaborate to ensure that the requirement is met.** **3. FDOH medical staff will assist with physical exams for those who do not have a provider.**
I.	25. s. 1003.22(4), F.S. Each district school board shall establish and enforce as policy that, prior to admittance to or attendance in a public school, grades kindergarten through 12, or any other initial entrance into a Florida public school, each child present or have on file with the school a certification of immunization for the prevention of those communicable diseases for which immunization is required by the Department of Health.	a. The school health plan shall include immunization policies in each school that comply with Ch. 64D-3.046, F.A.C. (Ch. 64F-6.002(2)(e), F.A.C.). Each public school, including public kindergarten, and each private school, including private kindergarten, shall be required to provide to the local Department of Health director or administrator annual reports of compliance with the provisions of this section per s. 1003.22 (8) F.S.	Franklin School District Florida Department of Health in Franklin County	**1. All children shall be required to have proof of immunizations before entry into the school. (FCSB Policy Manual - Chapter 5. 10 I A.)** **2. School and SH staff will collaborate to ensure that the requirement is met. This would also include private schools to provide an annual report about immunizations for students in kindergarten and 7th grade.**

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I.	26. s. 1003.22(9), F.S. The presence of any of the communicable diseases for which immunization is required by the Department of Health in a Florida public or private school shall permit the county health department director or administrator or the State Health Officer to declare a communicable disease emergency.	a. The school health plan shall include communicable disease policies. (Ch. 64F-6.002(2)(d), F.A.C.) Note: Policies need to provide for interagency coordination during suspected or confirmed disease outbreaks in schools.	Florida Department of Health in Franklin County Franklin County District	**FDOH-Franklin County particularly SH staff will work closely with the district school staff to coordinate efforts during any type of outbreaks. (FCDP 5.61)**
I.	27. s. 1006.062(1)(a), F.S. Each district school board shall include in its approved school health services plan a procedure to provide training, by a licensed registered nurse, a practical nurse, a physician or a physician assistant (pursuant to chapter 458 or 459), to the school personnel designated by the school principal to assist students in the administration of prescribed medication.	a. Include provisions in the procedure for general and student-specific administration of medication training.	Florida Department of Health in Franklin County Franklin School District	**Franklin County SH R.N. will provide medication administration training to designated school staff at the minimum on a yearly basis.**
I.	28. s. 1006.062(1)(b), F.S. Each district school board shall adopt policies and procedures governing the administration of prescription medication by district school board personnel.	a. The school district medication policy will be reviewed annually and updated as necessary to ensure student safety.	Franklin School District Florida Department of Health in Franklin County	**Franklin County SH R.N. and School District personnel will review the medication policy on a yearly basis. (FCDP 5.62+)**
		b. The school district medication policy will address the use of designated school staff for medication administration and be consistent with delegation practices per Ch. 64B9-14, F.A.C.	Franklin School District Florida Department of Health in Franklin County	**Franklin County SH R.N. and School District personnel will review the medication policy on a yearly basis. (FCDP 5.62+)**

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	29.s. 1002.20(3)(h), F.S. Students with asthma whose parent and physician provide approval may carry a metered dose inhaler on their person while in school.	a. Develop and implement an Individualized Healthcare Plan (IHP) and Emergency Action Plan (EAP) to ensure safe use of inhaler by student.	Florida Department of Health in Franklin County	**Franklin County SH R.N. will develop and implement a health care plan for the individual asthmatic student as well as the emergency action plan regarding use of inhaler.**
	30. s. 1002.20(3)(i), F.S. A student who is at risk for life-threatening allergic reactions may carry an epinephrine auto-injector and self-administer while in school, school-sponsored activities, or in transit if written parental and physician authorization has been provided.	a. For students with life threatening allergies, the RN shall develop an annual IHP that includes an EAP, in cooperation with the student, parent/guardians, physician, and school staff. The IHP shall include child-specific training to protect the safety of all students from the misuse or abuse of auto-injectors. The EAP shall direct that 911 will be called immediately for an anaphylaxis event and have a plan of action for when the student is unable to perform self-administration of the epinephrine auto-injector. (Ch. 6A-6.0251, F.A.C.)	Florida Department of Health in Franklin County Franklin School District	**1. Franklin SH R.N. will consult the student's parent/guardian, physician and school staff before writing the plan regarding the student's risk of life threatening allergic reactions. Obtain written consent from the parent/legal guardian and physician to carry and self-administer an epinephrine auto-injector. SH R.N. will develop an annual IHP and EAP. Child-specific training will be a part of this plan.**
	31. s. 1002.20(3)(i)(2), F.S. A public school may purchase a supply of epinephrine auto-injectors from a wholesale distributor or manufacturer as defined in s. 499.003 for the epinephrine auto-injectors at fair-market, free, or reduced prices for use in the event a student has an anaphylactic reaction. The epinephrine auto-injectors must be maintained in a secure location on the public school's premises. The participating school district shall adopt a protocol developed by a licensed physician for the administration by school personnel who are trained to recognize an anaphylactic reaction and to administer an epinephrine auto-injection.	a. If the school district has chosen to maintain supplies of epinephrine auto-injectors, a standing order and written protocol has been developed by a licensed physician and is available at all schools where the epinephrine auto-injectors are stocked.		**Franklin School District doesn't have a written policy or protocol on maintaining a supply of epinephrine auto-injectors on the school sites.**

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	32. s. 381.88, F.S. Educational training programs required by this section must be conducted by a nationally recognized organization experienced in training laypersons in emergency health treatment or an entity or individual approved by the department. The curriculum must include at a minimum: (a) Recognition of the symptoms of systemic reactions to food, insect stings, and other allergens; and (b) The proper administration of an epinephrine auto-injector.	a. Ensure that school staff that are designated by the principal (in addition to school health staff in the school clinic) to administer stock epinephrine auto-injectors (not prescribed to an individual student) are trained by a nationally recognized organization experienced in training laypersons in emergency health treatment or an entity approved by the Department of Health.		**Franklin School District doesn't have a written policy or protocol on maintaining a supply of epinephrine auto-injectors on the school sites.**
	33. s. 1002.20(3)(j), F.S. Students with diabetes that have physician and parental approval may carry their diabetic supplies and equipment and self-manage their diabetes while enroute to and from school (bus), in school or at school sponsored activities. The written authorization shall identify the diabetic supplies, equipment and activities the student is capable of performing without assistance for diabetic self-management, including hypoglycemia and hyperglycemia.	a. Maintain a copy of the current physician's diabetes medical management plan, and develop and implement an IHP and ECP to ensure safe self-management of diabetes pursuant to Ch. 6A-6.0253, F.A.C.	Florida Department of Health in Franklin County	**1. SH staff will have a current copy of the physician's diabetes management plan for any student with diabetes.** **2. SH R.N. will develop and implement an IHP and ECP to ensure safe self-management of diabetes.** **3. The Franklin School District medication policy provides for the any student to manage their diabetes on the campus or in the clinic with approval of the physician and parent. Permission form is kept in the clinic.**

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	34. s. 1002.20(3)(k), F.S. A student who has experienced or is at risk for pancreatic insufficiency or who has been diagnosed as having cystic fibrosis may carry and self-administer a prescribed pancreatic enzyme supplement while en-route to and from school (bus), in school or at school sponsored activities if the school has been provided with authorization from the student's parent and prescribing practitioner.	a. Develop and implement an IHP and ECP for management of the conditions requiring pancreatic enzyme supplements and to ensure that the student carries and self-administers such supplements as prescribed by the physician pursuant to Ch. 6A-6.0252, F.A.C.	Florida Department of Health in Franklin County	**1. SH R.N. will develop and implement an IHCP and ECP for the student who is at risk for pancreatic insufficiency or has cystic fibrosis and has to carry and self-administer prescribed pancreatic enzymes while at school.** **2. The Franklin County School District medication policy provides for the student with pancreatic insufficiency or cystic fibrosis to carry and self-administer their prescribed pancreatic enzymes. Permission form from physician and parent is kept in the clinic.**
I.	35. s. 1006.062(4), F.S. Nonmedical assistive personnel shall be allowed to perform health-related services upon successful completion of child specific training by a registered nurse or advanced registered nurse practitioner, physician or physician assistant.	a. Document health related child-specific training by an RN for delegated staff. The delegation process shall include communication to the UAP which identifies the task or activity, the expected or desired outcome, the limits of authority, the time frame for the delegation, the nature of the supervision required, verification of delegate's understanding of assignment, verification of monitoring and supervision per Ch. 64B9-14.002(3), F.A.C. The documentation of training and competencies should be signed and dated by the RN and the trainee.	Florida Department of Health in Franklin County Franklin School District	**Franklin County SH R.N. will train staff for child specific services at the minimum on a yearly basis. (FCDP 5.62*+) Competency skills checklist will be completed and documented by the R.N. and the trainee and reviewed as needed.**
		b. Use of nonmedical assistive personnel shall be consistent with delegation practices per Ch. 64B9-14, F.A.C. and per the Technical Assistance Guidelines - The Role of the Professional School Nurse in the Delegation of Care in Florida Schools (Rev. 2010).	Florida Department of Health in Franklin County	**Delegation of duties shall be according to the Nurse Practice Act and guided by The Role of the Professional School Nurse in the Delegation of Care in Florida Schools (2006) - reviewed September 2010 http://ww.doh.state.fl.us/Family/School/attachments/Documents/TAG School Health02.pdf**

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PART II: COMPREHENSIVE SCHOOL HEALTH SERVICES (CSHSP)				
II.	1. s. 381.0057(6), F.S. The services provided by a comprehensive school health program must focus attention on promoting the health of students, reducing risk-taking behavior, and reducing teen pregnancy. Services provided under this section are in addition to the services provided under s. 381.0056, F.S. and are intended to supplement, rather than supplant, those services.	a. Use annual schedule C funding allocations (General Appropriations Act) provided to designated county health departments (local Department of Health) for comprehensive school health programs that provided basic school health services as specified in Part I of this plan and promote student health, reduce risk-taking behaviors, and reduce teen pregnancy.	Florida Department of Health in Franklin County	**Collaborate with school and community partners to provide health education and prevention services.** **a. Utilize CDC and other national campaigns to include families, students and the community.** **b. Involve specific programs like Abstinence and Healthy Start Programs.** **c. Employ other educational opportunities through speakers.**
II.	2. s. 381.0057(6), F.S. Promoting the health of students.	a. Provide in-depth health management, interventions and follow-up through the increased use of professional school nurse staff.	Florida Department of Health in Franklin County	**Health services are offered to all students. Budget allows for the SH Coordinator to be full time in the school health program.**
		b. Provide health activities that promote healthy living in each school.	Florida Department of Health in Franklin County	**Health promotion services are provided in each school to students, and school staff.**
		c. Provide health education classes.	Florida Department of Health in Franklin County	**Abstinence, nutrition, physical activity, safety, hygiene & dental classes will be offered to appropriate audiences.**
II.	3. s. 381.0057(6), F.S. Reducing risk-taking behavior.	a. Provide or coordinate counseling and referrals to decrease substance abuse.	Florida Department of Health in Franklin County Franklin School District	**Community partners and the FDOH in Franklin County are collaborating to bring increased counseling in prevention of risky behaviors such as drug and tobacco use.**
		b. Provide or coordinate counseling and referrals to decrease the incidence of suicide attempts.	Florida School District Florida Department of Health in Franklin County	**Community partners and the FDOH in Franklin County are collaborating to bring increased counseling and referrals to decrease suicide attempts.**
		c. Provide or coordinate health education classes to reduce the incidence of substance abuse, suicide attempts and other high risk behaviors.	Florida School District Florida Department of Health in Franklin County	**Community partners and the FDOH in Franklin County are collaborating to bring increased counseling to prevent high risk behaviors such drug abuse and suicide attempts.**

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II.	4. s. 381.0057(6), F.S. Reducing teenage pregnancy.	a. Identify and provide interventions for students at risk for early parenthood.	Florida Department of Health in Franklin County Franklin School District	**A stronger collaborative effort between the school district and school health staff to provide resources for intervention and prevention.**
		b. Provide counseling and education of teens to prevent and reduce involvement in sexual activity.	Florida Department of Health in Franklin County Franklin School District	**Encourage an open door policy between the SH staff, school counseling staff, and students to promote an atmosphere more conducive for counseling and education.**
		c. Collaborate with interagency initiatives to prevent and reduce teen pregnancy.	Florida Department of Health in Franklin County Franklin School District	**Seek opportunities for speakers and activities related to teen pregnancy prevention.**
		d. Facilitate the return to school after delivery and provide interventions to decrease repeat pregnancy.	Florida Department of Health in Franklin County Franklin School District	**1. Work closely with Healthy Start to encourage return to school.** **2. Collaborate with school district to seek ways to provide preventive measures in the school clinic.**
		e. Refer all pregnant students who become known to staff for prenatal care and Healthy Start services, in accordance with s.743.065, F.S.	Florida Department of Health in Franklin County Franklin School District	**SH staff will refer all pregnant students who are known by the staff for prenatal and Healthy Start services.**
II.	5. s. 381.0057(5), F.S. A parent may, by written request, exempt a child from all or certain services provided by a school health services program described in subsection (3).	a. Provide a description of the mechanism for parental exemption of the child from all or certain services and describe the process of informing parents of this right.	Florida Department of Health in Franklin County	**a. Yearly medical and emergency forms are provided in the registration packet regarding these services. Parent/legal guardian can sign for consent or the opt out option.** **b. Permission forms for specialized classes (human sexuality, abstinence) or opt out option are sent home.**

Part	**Statutory Requirements** *(Legislative mandates that establish School Health Program requirements)*	**Program Standards** *(Standards and Administrative Code that support statutory requirements, are identified)*	**Local Agency(s) Responsible** *(Identify the local agency(s) responsible for each requirement)*	**Local Implementation Strategy & Activities** *(Provide the local strategies and activities to accomplish the plan requirement/standard identified on each line)*
PART III: HEALTH SERVICES FOR FULL SERVICE SCHOOLS (FSS)				
III.	1. s. 402.3026(1), F.S. The State Board of Education and the Department of Health shall jointly establish full-service schools (FSS) to serve students from schools that have a student population at high risk of needing medical and social services.	a. Designate full service schools based on demographic evaluations.	Florida Department of Health in Franklin County Franklin School District	**1) A local public health assessment has been completed. Community Health Improvement Partners are working together on these medical or social issues.** **2. The School District and FDOH in Franklin County will coordinate efforts to maximize services and utilize funding to avoid duplication of services.**
		b. Schedule C funding allocations (General Appropriations Act) provided to county health departments will be used to provide basic and specialized services in full service schools.	Florida Department of Health in Franklin County	**FDOH-Franklin County will determine the allocation of Schedule C funding to be used in the most appropriate manner.**
III.	2. s. 402.3026(1), F.S. The full-service schools must integrate the services of the Department of Health that are critical to the continuity-of-care process.	a. Local Departments of Health and school districts will plan and coordinate FSS program services.	Florida Department of Health in Franklin County Franklin School District	**Coordination and planning between both agencies will continue to bring additional services.**
III.	3. s. 402.3026(1), F.S. The Department of Health (DOH) shall provide services to these high-risk students through facilities established within the grounds of the school.	a. DOH professionals shall provide specialized services as an extension of the educational environment that may include: nutritional services, basic medical services, aid to dependent children, parenting skills, counseling for abused children, counseling for children at high risk for delinquent behavior and their parents, and adult education.	Florida Department of Health in Franklin County Franklin School District	**Through continued collaboration and pooling of community resources to provide these expanded services.**
		b. Develop local agreements with providers and/or partners for in-kind health and social services on school grounds.	Florida School District Florida Department of Health in Franklin County	**Work with community partners to form local agreements to provide in-kind services in the schools.**

Part	**Statutory Requirements** *(Legislative mandates that establish School Health Program requirements)*	**Program Standards** *(Standards and Administrative Code that support statutory requirements, are identified)*	**Local Agency(s) Responsible** *(Identify the local agency(s) responsible for each requirement)*	**Local Implementation Strategy & Activities** *(Provide the local strategies and activities to accomplish the plan requirement/standard identified on each line)*
PART IV: OTHER REQUIREMENTS				
IV.	1. s. 381.0059, F.S. Pursuant to the provisions of chapter 435, any person who provides services under a school health services plan pursuant to s. 381.0056, F.S. must meet level 2 screening requirements as described in s. 435.04, F.S. A person may satisfy the requirements of this subsection by submitting proof of compliance with the requirements of level 2 screening conducted within 12 months before the date that person initially provides services under a school health services plan.	a. Collaborate with school district to ensure district background screening policies per s. 1012.465, F.S., do not result in duplicate or conflicting background screening requirements for staff providing school health services.	Florida School District Florida Department of Health in Franklin County	**All School Health staff are employees of the Florida Department of Health and are screened in accordance with the department's Background Screening Policy, DOHP 60-5-08, and Chapter 435, Florida Statutes. No staff are employed until Level 2 background screenings are complete. The FDOH in Franklin County will provide proof of compliance if requested by the School District.**
IV.	2. s. 381.0056(4)(a)(19), F.S. Immediate notification to a student's parent, guardian, or caregiver if the student is removed from school, school transportation, or a school-sponsored activity and taken to a receiving facility for an involuntary examination pursuant to s. 394.463, including the requirements established under ss. 1002.20(3), F.S. and 1002.33(9), F.S., as applicable.	The school health services plan shall include policies and procedures for implementing the requirements of: s. 381.0056(4)(a)(19), F.S., s. 1002.20(3), F.S., and s. 1002.33(9), F.S. that must be followed when a student is removed for involuntary examination.	Franklin School District	**School Health Services Plan will include policies and procedures regarding immediate notification of a student's parent, guardian or caregiver if a student is removed from school, school transportation, or school sponsored activity and taken for an involuntary examination.**

FRANKLIN COUNTY DISTRICT SCHOOLS

Administrative Offices
85 School Road Suite 1
Eastpoint FL 32328
(850) 670-2810-Phone (850) 670-8579-Fax

Nina M Marks
Superintendent

TOGETHER EVERYONE ACHIEVES MORE

TO: Nina M. Marks, Superintendent

FROM: Shannon Venable, Director of Financial Services

DATE: September 6, 2016

RE: **Revised Final Budget Amendment for General (110) Fund – June 30, 2016**

During completion of the District Program Cost Report Finance discovered an incorrect object code was utilized for School 7001 (Virtual School) expenditures. Therefore, please find attached revised Final Budget Amendment for General Fund. The revision solely reflects correctly coding 7001 expenditures to object 310 (Professional Services), previously coded to 730 (Dues and Fees). There is no change to ending fund balance as of June 30, 2016.

APPROVED
SEPT 6 2016
FRANKLIN COUNTY
SCHOOL BOARD

District 1 George Thompson Vice Chair
District 2 Pam Marshall
District 3 Teresa Ann Martin
District 4 Stacy Kirvin
District 5 Pam Shiver Chair

An Equal Opportunity Employer
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APPROVED
SEPT 6 2016
FRANKLIN COUNTY
SCHOOL BOARD

FRANKLIN COUNTY SCHOOL BOARD
FINAL BUDGET AMENDMENT
FOR THE FISCAL YEAR ENDING 6/30/16

GENERAL FUND (100) ***June 30, 2016***

ESTIMATED REVENUE				
Source	**Present Budget**	**Increase**	**Decrease**	**Revised Budget**
Federal Thru State	138,706.49	-	-	138,706.49
State Revenue	2,493,780.76	1,474.90	-	2,495,255.66
Local Revenue	8,876,527.91	13,666.59	-	8,890,194.50
Transfers In	606,923.54	-	-	606,923.54
Other Financing Sources		-	-	
Total Rev and Financing Sources	**12,115,938.70**	**15,141.49**	**-**	**12,131,080.19**
Reserved Fund Balance (7/1/15)	247,316.85	-	-	247,316.85
Unreserved Fund Balance (7/1/15)	1,337,157.82	-	-	1,337,157.82
Total Revenue, Other Financing Sources & Fund Balance	**13,700,413.37**	**15,141.49**	**-**	**13,715,554.86**

APPROPRIATIONS				
Function/Object	**Revised Budget**	**Increase**	**Decrease**	**Revised Budget**
5000-100	3,198,333.13	8,973.63	-	3,207,306.76
-200	939,504.08	7,184.06	-	946,688.14
-300	2,819,546.61	59,917.57	-	2,879,464.18
-400		-	-	
-500	176,563.08	2,821.25	-	179,384.33
-600	6,242.42	-	-	6,242.42
-700	198,651.40	-	44,358.90	154,292.50
Total	7,338,840.72	78,896.51	44,358.90	7,373,378.33
6100-100	114,892.37	-	-	114,892.37
-200	38,563.38	-	-	38,563.38
-300	46,752.28	-	-	46,752.28
-400		-	-	
-500	-	-	-	-
-600	-	-	-	-
-700	-	-	-	-
Total	200,208.03	-	-	200,208.03
6200-100	60,073.00	-	-	60,073.00
-200	15,998.24	-	-	15,998.24
-300	-	-	-	-
-400	-	-	-	-
-500	-	-	-	-
-600	-	-	-	-
-700	-	-	-	-
Total	76,071.24	-	-	76,071.24
6300-100	23,235.91	-	-	23,235.91
-200	6,826.99	-	-	6,826.99
-300	500.00	-	-	500.00
-400	-	-	-	-
-500	-	-	-	-
-600	-	-	-	-
-700	-	-	-	-
Total	30,562.90	-	-	30,562.90
6400-100	26,782.30	-	-	26,782.30
-200	6,313.88	-	-	6,313.88
-300	16,408.49	-	-	16,408.49
-400		-	-	
-500	427.33	-	-	427.33
-600	-	-	-	-
-700	870.00	-	-	870.00
Total	50,802.00	-	-	50,802.00
6500-100	1,354.09	-	-	1,354.09
-200	205.65	-	-	205.65
-300	40,868.00	-	-	40,868.00
-400		-	-	
-500		-	-	
-600		-	-	
-700	-	-	-	-
Total	42,427.74	-	-	42,427.74

FRANKLIN COUNTY SCHOOL BOARD

FINAL BUDGET AMENDMENT

FOR THE FISCAL YEAR ENDING 6/30/16

GENERAL FUND (100) ***June 30, 2016***

ESTIMATED REVENUE				
Source	**Present Budget**	**Increase**	**Decrease**	**Revised Budget**
Federal Thru State	138,706.49	-	-	138,706.49
State Revenue	2,493,780.76	1,474.90	-	2,495,255.66
Local Revenue	8,876,527.91	13,666.59	-	8,890,194.50
Transfers In	606,923.54	-	-	606,923.54
Other Financing Sources		-	-	
Total Rev and Financing Sources	**12,115,938.70**	**15,141.49**	**-**	**12,131,080.19**
Reserved Fund Balance (7/1/15)	247,316.85	-	-	247,316.85
Unreserved Fund Balance (7/1/15)	1,337,157.82	-	-	1,337,157.82
Total Revenue, Other Financing Sources & Fund Balance	**13,700,413.37**	**15,141.49**	**-**	**13,715,554.86**
7100-100	127,590.00	-	-	127,590.00
-200	87,238.75	10,262.83	-	97,501.58
-300	190,205.69	-	-	190,205.69
-400		-	-	
-500	571.11	-	-	571.11
-600		-	-	
-700	27,364.13	15,612.26	-	42,976.39
Total	432,969.68	25,875.09	-	458,844.77
7200-100	126,644.00	-	-	126,644.00
-200	38,810.68	-	-	38,810.68
-300	-	681.57	-	681.57
-400		-	-	
-500	1,128.39	-	-	1,128.39
-600		-	-	
-700	7,687.86	-	-	7,687.86
Total	174,270.93	681.57	-	174,952.50
7300-100	353,534.94	-	-	353,534.94
-200	110,460.61	-	-	110,460.61
-300	-	-	-	-
-400		-	-	
-500	394.49	-	-	394.49
-600		-	-	
-700	1,898.17	-	-	1,898.17
Total	466,288.21	-	-	466,288.21
7400-600	177,574.90	-	-	177,574.90
Total	177,574.90	-	-	177,574.90
7500-100	172,672.67	-	-	172,672.67
-200	53,906.60	-	-	53,906.60
-300	6,207.83	-	-	6,207.83
-400		-	-	
-500	6,846.36	-	-	6,846.36
-600		-	-	
-700	30,768.07	-	-	30,768.07
Total	270,401.53	-	-	270,401.53
7700-100	176,880.43	-	-	176,880.43
-200	45,518.81	-	-	45,518.81
-300	153,050.76	-	-	153,050.76
-400		-	-	
-500	10,057.15	-	-	10,057.15
-600		-	-	
-700	13,177.03	-	-	13,177.03
Total	398,684.18	-	-	398,684.18
7800-100	350,528.05	-	-	350,528.05
-200	165,839.22	-	-	165,839.22
-300	56,147.19	-	-	56,147.19
-400	63,145.09	-	-	63,145.09
-500	96,304.07	-	-	96,304.07
-600	-	-	-	-
-700	11,336.56	-	-	11,336.56
Total	743,300.18	-	-	743,300.18
7900-100	282,830.06	-	-	282,830.06
-200	112,281.81	-	-	112,281.81
-300	192,453.21	1,000.00	-	193,453.21
-400	343,891.52	-	-	343,891.52
-500	51,922.35	-	-	51,922.35
-600		-	-	
-700	8,502.35	-	-	8,502.35
Total	991,881.30	1,000.00	-	992,881.30

FRANKLIN COUNTY SCHOOL BOARD
FINAL BUDGET AMENDMENT
FOR THE FISCAL YEAR ENDING 6/30/16

Debt Service Fund 220 - Special Act Bonds (Race Track Funds) ***June 30, 2016***

ESTIMATED REVENUE				
Source	**Present Budget**	**Increase**	**Decrease**	**Revised Budget**
State Revenue	306,000.00	-	-	306,000.00
Local Revenue	2.28	0.01	-	2.29
Other Financing Sources	-	-	-	
Total Rev and Financing Sources	**306,002.28**	**-**	**-**	**306,002.29**
Reserved Fund Balance (7/1/15)	-	-	-	-
Unreserved Fund Balance (7/1/15)	21.73	-	-	21.73
Total Revenue, Other Financing Sources & Fund Balance	**306,024.01**	**0.01**	**-**	**306,024.02**

APPROPRIATIONS				
Function 7400 /Object 600	**Revised Budget**	**Increase**	**Decrease**	**Revised Budget**
Total		-	-	
Total Appropriations		-	-	

Other Financing Uses				
Transfers Out (9700-900)	306,000.00	-	-	306,000.00
Total Other Financing Uses	**306,000.00**	**-**	**-**	**306,000.00**
Reserved Fund Balance (6/30/16)	-	-	-	-
Unreserved Fund Balance (6/30/16)	21.73	2.29	-	24.02
Ending Fund Balance (6/30/16)	24.01		**-**	24.02
Total Appropriations, Other Financing Uses and Fund Balance	**306,024.01**	**-**	**-**	**306,024.02**

Debt Service Fund 290 - Other Debt Service ***June 30, 2016***

ESTIMATED REVENUE				
Source	**Revised Budget**	**Increase**	**Decrease**	**Revised Budget**
State Revenue		-	-	
Local Revenue	5.37	0.05	-	5.42
Transfers In	1,537,740.05	0.01	-	1,537,740.06
Other Financing Sources	-	-	-	-
Total Rev and Financing Sources	**1,537,745.42**	**0.06**	**-**	**1,537,745.48**
Reserved Fund Balance (7/1/15)	869.34	-	-	869.34
Unreserved Fund Balance (7/1/15)		-	-	
Total Revenue, Other Financing Sources & Fund Balance	**1,538,614.76**	**0.06**	**-**	**1,538,614.82**

APPROPRIATIONS				
Function 9200 /Object 700	**Revised Budget**	**Increase**	**Decrease**	**Revised Budget**
Total	1,537,740.05	0.01	-	1,537,740.06
Total Appropriations	**1,537,740.05**	0.01	-	**1,537,740.06**

Other Financing Uses				
Transfers Out (9700-900)	-	-	-	-
Total Other Financing Uses	**-**	**-**	**-**	**-**
Reserved Fund Balance (6/30/16)	874.71	0.05	-	874.76
Unreserved Fund Balance (6/30/16)		-	-	
Ending Fund Balance (6/30/16)	**874.71**	**0.05**	**-**	**874.76**
Total Appropriations, Other Financing Uses and Fund Balance	**1,538,614.76**	**0.06**	**-**	**1,538,614.82**

FRANKLIN COUNTY SCHOOL BOARD
FINAL BUDGET AMENDMENT
FOR THE FISCAL YEAR ENDING 6/30/16

Capital Project Fund 340 - Public Education Capital Outlay ***June 30, 2016***

ESTIMATED REVENUE				
Source	**Present Budget**	**Increase**	**Decrease**	**Revised Budget**
Federal Thru State		-	-	
State Revenue	112,764.00	-	-	112,764.00
Local Revenue		-	-	
Transfers In		-	-	
Other Financing Sources		-	-	-
Total Rev and Financing Sources	**112,764.00**	**-**	**-**	**112,764.00**
Reserved Fund Balance (7/1/15)	18,734.00	-	-	18,734.00
Unreserved Fund Balance (7/1/15)	-	-	-	-
Total Revenue, Other Financing Sources & Fund Balance	**131,498.00**	**-**	**-**	**131,498.00**

APPROPRIATIONS				
Function 7400 /Object 600	**Revised Budget**	**Increase**	**Decrease**	**Revised Budget**
7400-100		-	-	
-600	106,377.00	-	-	106,377.00
Total	106,377.00	-	-	106,377.00
Total Appropriations	**106,377.00**	**-**	**-**	**106,377.00**
Other Financing Uses				
Transfers Out (9700-900)	25,121.00	-	-	25,121.00
Total Other Financing Uses	**-**	**-**	**-**	**25,121.00**
Reserved Fund Balance (6/30/16)	-	-	-	-
Unreserved Fund Balance (6/30/16)	-	-	-	-
Ending Fund Balance (6/30/16)	**-**	**-**	**-**	**-**
Total Appropriations, Other Financing Uses and Fund Balance	**106,377.00**	**-**	**-**	**131,498.00**

Capital Project Fund 360 - Capital Outlay and Debt Service ***June 30, 2016***

ESTIMATED REVENUE				
Source	**Revised Budget**	**Increase**	**Decrease**	**Revised Budget**
Federal Thru State		-	-	
State Revenue	45,000.00	5,996.14	-	50,996.14
Local Revenue	-	1,229.23	-	1,229.23
Transfers In		-	-	
Other Financing Sources	-	-	-	-
Total Rev and Financing Sources	**45,000.00**	**7,225.37**	**-**	**52,225.37**
Reserved Fund Balance (7/1/15)	305,908.28	-	7,570.41	298,337.87
Unreserved Fund Balance (7/1/15)	-	-	-	-
Total Revenue, Other Financing Sources & Fund Balance	**350,908.28**	**7,225.37**	**7,570.41**	**350,563.24**

APPROPRIATIONS				
Function 7400 /Object 600	**Revised Budget**	**Increase**	**Decrease**	**Revised Budget**
7400-600	-	-	-	-
Total	-	-	-	-
9200-700		32.78	-	32.78
Total	-	32.78	-	32.78
Total Appropriations	**-**	32.78	-	**32.78**
Other Financing Uses				
Transfers Out (9700-900)	-	-	-	-
Total Other Financing Uses	**-**	**-**	**-**	**-**
Reserved Fund Balance (6/30/16)	350,908.28	-	377.82	350,530.46
Unreserved Fund Balance (6/30/16)	-	-	-	-
Ending Fund Balance (6/30/16)	**350,908.28**	**-**	**377.82**	**350,530.46**
Total Appropriations, Other Financing Uses and Fund Balance	**350,908.28**	**32.78**	**377.82**	**350,563.24**

FRANKLIN COUNTY SCHOOL BOARD
FINAL BUDGET AMENDMENT
FOR THE FISCAL YEAR ENDING 6/30/16

Capital Project Fund 370 - Local Capital Improvement Fund ***June 30, 2016***

ESTIMATED REVENUE				
Source	**Revised Budget**	**Increase**	**Decrease**	**Revised Budget**
Federal Thru State		-	-	
State Revenue	-	-	-	-
Local Revenue	1,746,742.58	1,112.43	-	1,747,855.01
Transfers In		-	-	
Other Financing Sources		-	-	
Total Rev and Financing Sources	**1,746,742.58**	**1,112.43**	**-**	**1,747,855.01**
Reserved Fund Balance (7/1/15)	3,054,792.43	35,475.50	-	3,090,267.93
Unreserved Fund Balance (7/1/15)	-	-	-	-
Total Revenue, Other Financing Sources & Fund Balance	**4,801,535.01**	**36,587.93**	**-**	**4,838,122.94**

APPROPRIATIONS				
Function 7400 /Object 600	**Revised Budget**	**Increase**	**Decrease**	**Revised Budget**
Total	291,943.88	-	-	291,943.88
Total Appropriations	**291,943.88**	-	-	**291,943.88**
Other Financing Uses				
Transfers Out (9700-900)	1,813,542.60	-	-	1,813,542.60
Total Other Financing Uses	**1,813,542.60**	**-**	**-**	**1,813,542.60**
Reserved Fund Balance (6/30/16)	2,696,048.53	36,587.93	-	2,732,636.46
Unreserved Fund Balance (6/30/16)	-	-	-	-
Ending Fund Balance (6/30/16)	**2,696,048.53**	**36,587.93**	**-**	**2,732,636.46**
Total Appropriations, Other Financing Uses and Fund Balance	**4,801,535.01**	**36,587.93**	**-**	**4,838,122.94**

Capital Project Fund 390 - Other Capital Improvements ***June 30, 2016***

ESTIMATED REVENUE				
Source	**Revised Budget**	**Increase**	**Decrease**	**Revised Budget**
Federal Thru State		-	-	
State Revenue	72,539.00	-	72,539.00	-
Local Revenue	45.26	-	-	45.26
Transfers In		-	-	
Other Financing Sources	-	-	-	-
Total Rev and Financing Sources	**72,584.26**	**-**	**72,539.00**	**45.26**
Reserved Fund Balance (7/1/15)	9,835.23	-	-	9,835.23
Unreserved Fund Balance (7/1/15)	-	-	-	-
Total Revenue, Other Financing Sources & Fund Balance	**82,419.49**	**-**	**72,539.00**	**9,880.49**

APPROPRIATIONS				
Function 7400 /Object 600	**Revised Budget**	**Increase**	**Decrease**	**Revised Budget**
7400-100		-	-	
-600	-	-	-	-
Total	-	-	-	-
Total Appropriations	**-**	-	-	**-**
Other Financing Uses				
Transfers Out (9700-900)	-	-	-	-
Total Other Financing Uses	**-**	**-**	**-**	**-**
Reserved Fund Balance (6/30/16)	82,419.49	-	72,539.00	9,880.49
Unreserved Fund Balance (6/30/16)	-	-	-	-
Ending Fund Balance (6/30/16)	**82,419.49**	**-**	**72,539.00**	**9,880.49**
Total Appropriations, Other Financing Uses and Fund Balance	**82,419.49**	**-**	**72,539.00**	**9,880.49**

FRANKLIN COUNTY SCHOOL BOARD
FINAL BUDGET AMENDMENT
FOR THE FISCAL YEAR ENDING 6/30/16

Special Revenue Fund - School Food Service Fund 410 ***June 30, 2016***

ESTIMATED REVENUE				
Source	**Present Budget**	**Increase**	**Decrease**	**Revised Budget**
Federal Thru State	1,163,507.66	83,979.82	-	1,247,487.48
State Revenue	15,598.00	-	-	15,598.00
Local Revenue	64,665.17	-	-	64,665.17
Transfers In		-	-	
Other Financing Sources	-	-	-	-
Total Rev and Financing Sources	**1,243,770.83**	**83,979.82**	**-**	**1,327,750.65**
Reserved Fund Balance (7/1/15)	337,954.78	-	-	337,954.78
Unreserved Fund Balance (7/1/15)	-	-	-	
Total Revenue, Other Financing Sources & Fund Balance	**1,581,725.61**	**83,979.82**	**-**	**1,665,705.43**

APPROPRIATIONS				
Function 7600 Objects:	**Present Budget**	**Increase**	**Decrease**	**Revised Budget**
-100	242,654.39	-	-	242,654.39
-200	123,049.37	-	-	123,049.37
-300	51,060.31	-	-	51,060.31
-400	2,132.35	-	-	2,132.35
-500	482,143.05	52,014.12	-	534,157.17
-600	85,044.14	-	-	85,044.14
-700	180,000.00	18,085.62	-	198,085.62
Total	1,173,208.17	70,099.74	-	1,236,183.35
Total Appropriations	**1,173,208.17**	**70,099.74**	**-**	**1,236,183.35**
Other Financing Uses				
Transfers Out (9700-900)		-	-	
Total Other Financing Uses	**-**	**-**	**-**	**-**
Reserved Fund Balance (6/30/16)	408,517.44	21,004.64	-	429,522.08
Unreserved Fund Balance (6/30/16)		-	-	-
Ending Fund Balance (6/30/16)	**408,517.44**		**-**	**429,522.08**
Total Appropriations, Other Financing Uses and Fund Balance	**1,581,725.61**	**70,099.74**	**-**	**1,665,705.43**

-

FRANKLIN COUNTY SCHOOL BOARD
FINAL BUDGET AMENDMENT
FOR THE FISCAL YEAR ENDING 6/30/16

Special Revenue Fund 420 - Federal Programs ***June 30, 2016***

ESTIMATED REVENUE				
Source	**Present Budget**	**Increase**	**Decrease**	**Revised Budget**
Federal Thru State	1,423,937.97	-	7,020.69	1,416,917.28
Total Rev and Financing Sources	**1,423,937.97**	**-**	**7,020.69**	**1,416,917.28**
Reserved Fund Balance (7/1/15)		-	-	-
Unreserved Fund Balance (7/1/15)		-	-	-
Total Revenue, Other Financing Sources & Fund Balance	**1,423,937.97**	**-**	**7,020.69**	**1,416,917.28**

APPROPRIATIONS				
Function/Object	**Present Budget**	**Increase**	**Decrease**	**Revised Budget**
5000-100	666,995.27	-	-	666,995.27
-200	143,036.53	-	7,346.36	135,690.17
-300	86,510.99	-	-	86,510.99
-400	-	-	-	-
-500	66,468.95	-	-	66,468.95
-600	8,603.34	-	-	8,603.34
-700	2,694.00	-	-	2,694.00
Total	974,309.08	-	7,346.36	966,962.72
6100-100	9,303.67	-	-	9,303.67
-200	2,655.64	-	-	2,655.64
-300	83,238.86	-	-	83,238.86
-400		-	-	
-500	8,142.61	-	-	8,142.61
-600		-	-	
-700	1,500.00	-	1,500.00	-
Total	104,840.78	-	1,500.00	103,340.78
6300-100	106,122.56	-	-	106,122.56
-200	29,983.13	-	-	29,983.13
-300	11,500.00	-	-	11,500.00
Total	147,605.69	-	-	147,605.69
6400-100	49,051.00	302.50	-	49,353.50
-200	7,078.15	23.17	-	7,101.32
-300	19,815.49	-	-	19,815.49
-400	-	-	-	-
-500	5,781.53	-	-	5,781.53
-700	3,781.96	-	-	3,781.96
Total	85,508.13	325.67	-	85,833.80
7200-100	-	-	-	-
-700	68,686.05	-	-	68,686.05
Total	68,686.05	-	-	68,686.05
7300-100	-	-	-	-
-300	-	-	-	-
-400		-	-	
-500	1,014.80	-	-	1,014.80
Total	1,014.80	-	-	1,014.80
7700-100	-	-	-	-
-200	-	-	-	-
-300	8,320.55	-	-	8,320.55
-500	1,588.81	-	-	1,588.81
-600	1,199.32	-	-	1,199.32
-700	3,320.50	-	-	3,320.50
Total	14,429.18	-	-	14,429.18
7800-100	13,580.83	-	-	13,580.83
-200	4,434.97	-	-	4,434.97
-300	-	-	-	-
-500		-	-	
-600		-	-	
-700		-	-	
Total	18,015.80	-	-	18,015.80
7900-100	10,243.03	-	-	10,243.03
-200	785.43	-	-	785.43
-300		-	-	
-400		-	-	
-500		-	-	
-600		-	-	
-700	-	-	-	-
Total	11,028.46	-	-	11,028.46

Total Appropriations	**1,425,437.97**	**325.67**	**8,846.36**	**1,416,917.28**

Reserved Fund Balance (6/30/16)		-	-	
Unreserved Fund Balance (6/30/16)		-	-	
Ending Fund Balance (6/30/16)	-		-	-

Total Appropriations, Other Financing Uses and Fund Balance	**1,425,437.97**	**325.67**	**8,846.36**	**1,416,917.28**

FRANKLIN COUNTY SCHOOL BOARD
FINAL BUDGET AMENDMENT
FOR THE FISCAL YEAR ENDING 6/30/16

Race to the Top - Federal Programs ***June 30, 2016***

ESTIMATED REVENUE				
Source	**Present Budget**	**Increase**	**Decrease**	**Revised Budget**
Federal Thru State	172,861.01	-	-	172,861.01
Total Rev and Financing Sources	**172,861.01**	**-**	**-**	**172,861.01**
Reserved Fund Balance (7/1/14)		-	-	-
Unreserved Fund Balance (7/1/14)		-	-	-
Total Revenue, Other Financing Sources & Fund Balance	**172,861.01**	**-**	**-**	**172,861.01**

APPROPRIATIONS				
Function/Object	**Present Budget**	**Increase**	**Decrease**	**Revised Budget**
5000-100	-	-	-	-
-200	-	-	-	-
-300	-	-	-	-
-400		-	-	
-500	-	-	-	-
-600	23,504.10	-	-	23,504.10
-700	-	-	-	-
Total	23,504.10	-	-	23,504.10
6400-100	1,732.50	-	-	1,732.50
-200	132.55	-	-	132.55
-300	-	-	-	-
-400	-	-	-	-
-500	-	-	-	-
-700	-	-	-	-
Total	1,865.05	-	-	1,865.05
6500-100		-	-	
-200		-	-	
-300	4,424.00	-	-	4,424.00
-400	-	-	-	-
-500	-	-	-	-
-600	143,067.86	-	-	143,067.86
-700	-	-	-	-
Total	147,491.86	-	-	147,491.86
7200-100	-	-	-	-
-200	-	-	-	-
-300	-	-	-	-
-400		-	-	
-500	-	-	-	-
-600		-	-	
-700	-	-	-	-
Total	-	-	-	-
7700-100	-	-	-	-
-200	-	-	-	-
-300	-	-	-	-
-500	-	-	-	-
-600	-	-	-	-
-700	-	-	-	-
Total	-	-	-	-
7800-100	-	-	-	-
-200	-	-	-	-
-300	-	-	-	-
-500	-	-	-	-
-600	-	-	-	-
-700	-	-	-	-
Total	-	-	-	-
7900-100	-	-	-	-
-200	-	-	-	-
-300	-	-	-	-
-400	-	-	-	-
-500	-	-	-	-
-600	-	-	-	-
-700	-	-	-	-
Total	-	-	-	-

Total Appropriations	**172,861.01**	**-**	**-**	**172,861.01**

Reserved Fund Balance (6/30/15)		-	-	
Unreserved Fund Balance (6/30/15)		-	-	
Ending Fund Balance (6/30/15)	-		-	-

Total Appropriations, Other Financing Uses and Fund Balance	**172,861.01**	**-**	**-**	**172,861.01**

FRANKLIN COUNTY DISTRICT SCHOOLS

Administrative Offices
85 School Road Suite 1
Eastpoint FL 32328
(850) 670-2810-Phone (850) 670-2859-Fax



Nina M Marks
Superintendent

MEMORANDUM

TO: Nina M. Marks, Superintendent

FROM: Shannon Venable, Director of Financial Services

DATE: August 3, 2016

RE: Denton Cove, Ltd. – One Year Extension Fee: $10,000.00

The school district is in receipt of $10,000 from Denton Cove, Ltd. which exercises their right to extend the Closing Date through and including July 31, 2017 as described in the attached letter from Dental Dove, Ltd dated July 27, 2016.

The $10,000.00 extension fee is not applied to the purchase price of the property.

According to the FLDOE Redbook, the school board is allowed to assign funds that are neither restricted nor committed.

With the receipt of these funds, I recommend the school board take action to secure these funds for the benefit of students and/or staff.

The board may utilize account 2749 (described below) to assign a purpose for these funds.

Balance Sheet Account 2749 – Other Assignments. Other assigned purposes in the general fund that are neither restricted nor committed. This amount cannot cause a deficit in the unassigned fund balance. The school district is encouraged to identify the purpose for which fund balance is being assigned on the face of the financial statements.

NO ACTION TAKEN
AUG 15 2016
FRANKLIN COUNTY
SCHOOL BOARD

NO ACTION TAKEN
SEPT 6 2016
FRANKLIN COUNTY
SCHOOL BOARD

District 1 George Thompson Vice Chair
District 2 Pam Marshall
District 3 Teresa Ann Martin
District 4 Stacy Kirvin
District 5 Pam Shiver Chair

An Equal Opportunity Employer
www.franklincountyschool.org

Denton Cove, Ltd.
1105 Kensington Park Drive, Suite 200
Altamonte Springs, FL 32714

July 27, 2016

VIA FACSIMILE & FEDERAL EXRESS
(850) 670-2811

Ms. Pamela Shiver, Chairperson
Franklin County School Board
85 School Road, Suite One
Eastpoint, FL 32328

Re: Purchase and Sale Agreement (the "Agreement") with an Effective Date of December 11, 2014, entered into by and between The School Board of Franklin County, Florida, as Seller, and Denton Cove, Ltd., as Purchaser, for the sale and acquisition of approximately 2.04 acres located in Apalachicola, Florida together with the Settlement Agreement by and between the School Board of Franklin County, Florida and Denton Cove, Ltd., dated October 13, 2015 ("Settlement Agreement")

Dear Ms. Shiver:

Pursuant to the terms of the above-referenced Settlement Agreement and specifically, in accordance with Section 2.b.ii., thereof, Denton Cove, Ltd. hereby elects to extend the Closing Date (as defined in the Agreement) through and including July 31, 2017. The Extension Fee in the amount of $10,000.00, payable to the School Board of Franklin County, Florida is included herein. Denton Cove, Ltd. acknowledges that this Extension Fee will not be applied against the Purchase Price at Closing.

Sincerely,

Denton Cove, Ltd., a Florida limited partnership

BY: Denton Cove GP, LLC,
a Florida limited liability company, its General Partner

By:_____
Jonathan L. Wolf, Manager

cc: Barbara Sanders, Attorney at Law (via facsimile 850-653-8743)
N. Dwayne Gray, Jr., Esquire (via facsimile 407-418-1251)

APPROVED
SEPT 6 2016
FRANKLIN COUNTY
SCHOOL BOARD

MEMORANDUM OF UNDERSTANDING

Between

The Franklin County District School Board

And

The Take Stock in Children Local Program Affiliate Contractor

The Franklin County District School Board, serving as the Local Program Affiliate, will operate a school-based local Take stock In Children program in Franklin County in accordance with the attached Local Program Affiliation Agreement between the School Board and TSIC, Inc.

The responsibilities of the School Board under the terms of the above referenced agreement are as specified in the agreement. The means used by the School Board in carrying out those responsibilities shall be by private contractor under the following terms and conditions:

A. The Franklin County District School Board hereby enters into agreement with Dr. Lois Catlin to serve as the Take Stock in Children LPAC (Local Program Affiliate Contractor). Dr. Catlin will perform duties according to the Local Program Affiliation Agreement as the Executive Director/Program Coordinator and Student Advocate/College Success Coach.
B. The LPAC shall administer Franklin County District School Board's local Take Stock in Children Program in accordance with the Local Program Affiliation Agreement.
C. In consideration of the services provided by the LPAC, the District School Board shall compensate LPAC in the amount of funds identified in the Local Program Affiliation Agreement.
D. The LPAC shall provide the District School Board with a form w-9 in compliance with IRS regulations.
E. In all matters related to the performance of her duties under this agreement, the Franklin County District School Board shall indemnify and hold the LPAC harmless.
F. Either party may terminate this agreement without cause upon a thirty day written notice.

Authorized by the Franklin County District School Board on September 6, 2016.

Representative for the
Franklin County District School Board:

_____, 09/06/16

Signature Board Date

Contractor: Dr. Lois Mendez Catlin

Lois M. Catlin, 8/24/16

Signature Contractor Date

APPROVED
SEPT 6 2016
FRANKLIN COUNTY
SCHOOL BOARD

MEMORANDUM OF UNDERSTANDING
Between
The Franklin County District School Board
And
The Take Stock in Children Local Program **CSC: College Preparatory Workshop Facilitator/Coordinator**

The Franklin County District School Board, serving as the Local Program Affiliate, will operate a school-based local Take stock In Children program in Franklin County in accordance with the attached Local Program Affiliation Agreement between the School Board and TSIC, Inc.

The responsibilities of the School Board are listed in the above referenced agreement. The means used by the School Board in carrying out those responsibilities shall be by private contractor under the following terms and conditions:

A. The Franklin County District School Board hereby enters into agreement with **Sean Mendez Catlin** to serve as the Take Stock in Children LPSA/CSC (Local Program, **CSC: College Preparatory Workshop Facilitator/Coordinator**

B. The LPSA/CSC shall advocate/coach students participating in the Franklin County District School Board's local Take Stock in Children Program in accordance with the Local Program Affiliation Agreement.

C. In consideration of the services provided by the LPSA/CSC, the District School Board shall compensate LPSA/CSC in the amount of funds identified in the Local Program Affiliation Agreement.

D. The LPSA/CSC shall provide the District School Board with a form W-9 in compliance with IRS regulations.

E. In all matters related to the performance of LPSA/CSC duties under this agreement, the Franklin County District School Board shall indemnify and hold the LPSA/CSC harmless.

F. Either party may terminate this agreement without cause upon a thirty day written notice.

Authorized by the Franklin County District School Board on September 6, 2016.

Representative for the
Franklin County District School Board:

_____, 09/06/16
Signature Board Date

Contractor: Sean Mendez Catlin

Sean Mendez Catlin, 8-26-16
Signature Contractor Date

APPROVED
SEPT 6 2016
FRANKLIN COUNTY
SCHOOL BOARD

MEMORANDUM OF UNDERSTANDING

Between

The Franklin County District School Board

And

The Take Stock in Children Local Program Administrator

The Franklin County District School Board, serving as the Local Program Affiliate, will operate a school-based local Take stock In Children program in Franklin County in accordance with the attached Local Program Affiliation Agreement between the School Board and TSIC, Inc.

The responsibilities of the School Board under the terms of the above referenced agreement are as specified in the agreement. The means used by the School Board in carrying out those responsibilities shall be by private contractor under the following terms and conditions:

A. The Franklin County District School Board hereby enters into agreement with Rhetta Strange to serve as the Take Stock in Children Local Program Administrator (LPA) Administrative Assistant.
B. The LPA shall administer the Franklin County District School Board's local Take Stock in Children Program in accordance with the Local Program Affiliation Agreement.
C. In consideration of the services provided by the LPA, the District School Board shall compensate LPA in the amount of funds identified in the Local Program Affiliation Agreement.
D. The LPA shall provide the District School Board with a form w-9 in compliance with IRS regulations.
E. In all matters related to the performance of LPA duties under this agreement, the Franklin County District School Board shall indemnify and hold the LPA harmless.
F. Either party may terminate this agreement without cause upon a thirty day written notice.

Authorized by the Franklin County District School Board on September 6, 2016

Representative for the
Franklin County District School Board:

_____, 09/06/16
Signature Board Date

Contractor: Ms. Rhetta Strange

_____, 8/20/16
Signature Contractor Date

APPROVED
SEPT 6 2016
FRANKLIN COUNTY
SCHOOL BOARD

MEMORANDUM OF UNDERSTANDING
Between
The Franklin County District School Board
And
The Take Stock in Children Local Program **Mentor Coordinator** & **Student Advocate/College Success Coach**

The Franklin County District School Board, serving as the Local Program Affiliate, will operate a school-based local Take stock In Children program in Franklin County in accordance with the attached Local Program Affiliation Agreement between the School Board and TSIC, Inc.

The responsibilities of the School Board are listed in the above referenced agreement. The means used by the School Board in carrying out those responsibilities shall be by private contractor under the following terms and conditions:

A. The Franklin County District School Board hereby enters into agreement with **Jessica Dempsey** to serve as the Take Stock in Children LPSA Mentor Coordinator and Student Advocate/College Success Coach.

B. The LPSA: MC/CSC shall advocate/coach students participating in the Franklin County District School Board's local Take Stock in Children Program in accordance the Local Program Affiliation Agreement.

C. In consideration of the services provided by the LPSA/CSC, the District School Board shall compensate LPSA: MC/CSC in the amount of funds identified in the Local Program Affiliation Agreement.

D. The LPSA: MC/CSC shall provide the District School Board with a form W-9 in compliance with IRS regulations.

E. In all matters related to the performance of LPSA: MC/CSC duties under this agreement, the Franklin County District School Board shall indemnify and hold the LPSA: MC/CSC harmless.

F. Either party may terminate this agreement without cause upon a thirty day written notice.

Authorized by the Franklin County District School Board on September 6, 2016.

Representative for the
Franklin County District School Board:

_____, 09/06/16
Signature Board Date

Contractor: Ms. Jessica Dempsey

Jessica Dempsey, 8/26/16
Signature Contractor Date

Take Stock In Children

Mentoring Potential

July 7, 2016

Ms. Allison Chipman
Franklin County School District
Eastpoint, Florida 32328

Dear Ms. Chipman:

The following is a list of our mentors and staff for the 2016-2017 school year. They will be asked to contact the district to arrange for TSIC state office required finger printing and criminal record screening. Please send me a copy of their results so that I may include in their files and send notice to our state office.

Thank you.

Dr. Lois Mendez Catlin

Mentors:

Ms. Hillary Stanton*
Ms. Suzanne Zimmerman
Mr. Roderick Robinson*
Dr. Lionel Catlin
Ms. Elinor Mount Simmons
Mr. Themo Patriotis
Ms. Aaliyah West
Ms. Patricia Dempsey*
Ms. Jessica Dempsey
Dr. Lois Mendez Catlin

Staff:
Dr. Lois Mendez Catlin, Executive Director/Program Coordinator/College Success Coach
Ms. Melissa West*, Database Manager
Mr. Sean Mendez Catlin, Esq. *(workshop contractor: background already checked by the State Attorney Office)*
Ms. Jessica Dempsey (TSIC & FSU alumna), Mentor Coordinator/College Success Coach
Ms. Rhetta Strange, Administrative Assistant

**these individuals are school district employees and their background checks should already be completed*

updated 08/01/2016, lmc.

FRANKLIN COUNTY DISTRICT SCHOOLS

Nina M Marks
Superintendent

Administrative Offices
85 School Road Suite 1
Eastpoint FL 32328
(850) 670-2810-Phone (850) 670-8579-Fax



TOGETHER
EVERYONE
ACHIEVES
MORE

MEMORANDUM

APPROVED
SEPT 6 2016
FRANKLIN COUNTY
SCHOOL BOARD

TO: Franklin County School Board Members

FROM: Nina M Marks, Superintendent

SUBJECT: Request for Acceptance/Approval of the Superintendent's Monthly Financial Report

DATE: **August 29, 2016**

BACKGROUND INFORMATION: The Superintendent's Monthly Financial Statement is routine in nature and represents financial transactions of the District through **July 31, 2016.**

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	July 2016	July 2015
REVENUES COLLECTED TO DATE:	144,648	165,134
% REVENUES COLLECTED TO DATE:	1%	2%
EXPENDITURES TO DATE:	523,758	755,829
% EXPENDITURES TO DATE:	4%	7%
% of year complete	8%	

ENDING FUND BALANCE	Projected 6/30/2017	Ended 6/30/2016
UNRESTRICTED FUND BALANCE	779,776	1591272.97
RESTRICTED FUND BALANCE	394,914	371463.18
ASSIGNED FUND BALANCE	37,487	24986.85
TOTAL FUND BALANCE	1,212,177	1,987,723
FUND BALANCE %	6.99%	13.81%

Chair _____ **Nina Marks, Superintendent** _____

District I	District 2	District 3	District 4	District 5
George Thompson Vice Chair	Pam Marshall	Teresa Ann Martin	Stacy Kirvin	Pam Shiver Chair

SUPERINTENDENT'S MONTHLY FINANCIAL REPORT

DISTRICT SUMMARY BUDGET : INCLUDES TOTAL APPROPRIATIONS

For Fiscal Year Ending June 30, 2017

Tentative Budget 2016-17

Report Period: July 1, 2016 - July 31, 2016

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	3,570,136	10,705	3,559,431	92%	0%
Employee Benefits	200	1,175,749	7,334	1,168,415	92%	1%
Purchased Services	300	2,852,653	260,422	2,592,230	92%	9%
Materials & Supplies	500	203,389		203,389	92%	0%
Capital Outlay	600	5,568		5,568	92%	0%
Other Expenses	700	113,375	1,506	111,869	92%	1%
	Total	7,920,869	279,968	7,640,901	92%	4%
Pupil Personnel Services	6100					
Salaries	100	113,548	1,178	112,370	92%	1%
Employee Benefits	200	39,731	179	39,553	92%	0%
Purchased Services	300	70,401		70,401	92%	0%
	Total	223,680	1,356	222,324	92%	1%
Instructional Media Services	6200					
Salaries	100	55,046		55,046	92%	0%
Employee Benefits	200	15,721		15,721	92%	0%
	Total	70,767	0	70,767	92%	0%
Instruction&Curriculum Development Services	6300				92%	
Salaries	100	40,219	1,843	38,376	92%	5%
Employee Benefits	200	12,617	595	12,022	92%	5%
	Total	52,836	2,439	50,398	92%	
Instructional Staff Training Services	6400				92%	
Salaries	100	15,000		15,000	92%	0%
Employee Benefits	200	2,337		2,337	92%	0%
Purchased Services	300	16,210		16,210	92%	0%
	Total	33,547	-	33,547	92%	0%
Instruction Related Technology	6500				92%	
Salaries	100	53,331	4,653	48,678	92%	9%
Employee Benefits	200	14,606	730	13,876	92%	5%
Purchased Services	300	82,496	5,416	77,080	92%	7%
	Total	150,433	10,799	139,635	92%	7%
Board	7100				92%	
Salaries	100	125,090	10,841	114,249	92%	9%
Employee Benefits	200	77,452	6,183	71,269	92%	8%
Purchased Services	300	156,958		156,958	92%	0%
Materials & Supplies	500	500		500	92%	0%
Other Expenses	700	45,000	8,434	36,566	92%	19%
	Total	405,000	25,458	379,542	92%	6%
General Administration	7200				92%	
Salaries	100	124,001	10,554	113,447	92%	9%
Employee Benefits	200	39,118	3,084	36,034	92%	8%
Materials & Supplies	500	1,085		1,085	92%	0%
Other Expenses	700	6,603	5,803	800	92%	88%
	Total	170,807	19,441	151,366	92%	11%
School Administration	7300				92%	
Salaries	100	362,808	15,628	347,180	92%	4%
Employee Benefits	200	120,194	5,165	115,029	92%	4%
Materials & Supplies	500	200		200	92%	0%
Other Expenses	700	1,250		1,250	92%	0%
	Total	484,452	20,793	463,659	92%	4%
Facilities Acquisition and Construction	7400	272,000		272,000	92%	0%
	Total	272,000	0	272,000	92%	0%
Fiscal Services	7500				92%	
Salaries	100	180,028	15,741	164,287	92%	9%
Employee Benefits	200	56,410	4,445	51,965	92%	8%
Purchased Services	300	11,205		11,205	92%	0%
Materials & Supplies	500	12,000		12,000	92%	0%
Capital Outlay	600	-		0	92%	
Other Expenses	700	36,525	36,385	140	92%	100%
	Total	296,168	56,570	239,598	92%	19%
Food Service	7600					
	Total	-	0	0	92%	
Central Services	7700				92%	
Salaries	100	247,787	20,829	226,958	92%	8%
Employee Benefits	200	80,885	5,066	75,819	92%	6%
Purchased Services	300	76,766	2,595	74,171	92%	3%
Materials & Supplies	500	10,030		10,030	92%	0%
Other Expenses	700	10,004	5,479	4,525	92%	55%
	Total	425,473	33,969	391,504	92%	8%
Pupil Transportation Services	7800				92%	
Salaries	100	316,385	8,792	307,593	92%	3%
Employee Benefits	200	172,410	2,699	169,711	92%	2%
Purchased Services	300	74,932	2,230	72,702	92%	3%
Energy Services	400	53,550		53,550	92%	0%
Materials & Supplies	500	96,100		96,100	92%	0%
Other Expenses	700	12,300		12,300	92%	0%
	Total	725,677	13,721	711,955	92%	2%
Operation of Plant	7900				92%	
Salaries	100	235,768	20,459	215,309	92%	9%
Employee Benefits	200	107,822	8,935	98,887	92%	8%
Purchased Services	300	188,651	7,319	181,332	92%	4%
Energy Services	400	346,150		346,150	92%	0%
Materials & Supplies	500	50,600	35	50,565	92%	0%
Other Expenses	700	11,000	1,475	9,525	92%	13%
	Total	939,991	38,224	901,767	92%	4%
Maintenance of Plant	8100				92%	
Salaries	100	133,252	11,104	122,147	92%	8%
Employee Benefits	200	48,976	3,571	45,405	92%	7%
Purchased Services	300	16,177		16,177	92%	0%
Energy Services	400	10,000		10,000	92%	0%
Materials & Supplies	500	48,221	930	47,291	92%	2%
	Total	256,625	15,605	241,020	92%	6%
Administrative Technology Services	8200			0	92%	
Purchased Services	300	34,505	5,416	29,089	92%	16%
Materials & Supplies	500			0	92%	#DIV/0!
	Total	34,505	5,416	29,089	92%	16%
TOTAL APPROPRIATIONS		12,462,830	523,758	11,939,072	92%	4%
		Total Appropriations	Budgeted Amount Used	Budget Balance	Percent Fiscal Yr	Percent of Budget Used

Fund Balance 06/30/17	394,914	Restricted	
	779,776	Unrestricted	6.99%
	37,487	Assigned	
	1,212,177	Total	

SUPERINTENDENT'S MONTHLY FINANCIAL REPORT

DISTRICT SUMMARY BUDGET : **DEBT SERVICE FUNDS**

For Fiscal Year Ending June 30, 2017

Tentative Budget 2016-17

Report Period: July 1, 2016 - July 31, 2016

Debt Service - Special Act Bonds Fund 220						
Appropriations	**Account Number**	**Appropriations Budgeted**	**Expenditures**	**Budget Balance**	**Percent Fiscal Yr**	**Percent of Budget Used**
Transfers Out					8%	
To General Fund	910	306,000	0	306,000	8%	0%
Total		0	0	0	8%	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					8%	
Redemption of Principal	710	1,119,192	0	1,119,192	8%	0%
Interest	720	418,549	0	418,549	8%	0%
Total		1,537,740	0	1,537,740	8%	0%
Transfers Out					8%	
To General Fund	910			0	8%	
Total Transfers Out		0	0	0	8%	0%
Debt Service - Sinking Fund 290			**Ending Fund Balance 06/30/17**			**875**

SUPERINTENDENT'S MONTHLY FINANCIAL REPORT

CAPITAL PROJECTS FUNDS

DISTRICT SUMMARY BUDGET : Tentative Budget 2016-17

For Fiscal Year Ending June 30, 2017 Report Period: July 1, 2016 - July 31, 2016

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	145,000		145,000	8%	0%
Other Expenses	700			0	8%	
Total Appropriations		145,000	0	145,000	8%	0%
Transfers Out					8%	
To General Fund	910	0		0	8%	0%
Total Transfers Out		0	0	0	8%	0%
Total		145,000	0	145,000	8%	0%
Public Education Capital Outlay Fund 340				**Ending Fund Balance 06/30/17**		-

Capital Outlay and Debt Service Fund 360					
	Beginning Fund Balance 7/1/2016	Expenses	Revenue & Fund Transfers	Fund Balance 6/30/2017	
Original Budget	300,680	-	45,000	345,680	
Capital Outlay and Debt Service Fund 360				**Ending Fund Balance 06/30/17**	**345,680**

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	150,000		150,000	8%	0%
Buildings and Fixed Equipment	630	50,000		50,000	8%	0%
Furniture, Fixtures, and Equipment	640	650,000		650,000	8%	0%
Motor Vehicles	650			0	8%	
Improvements other than Buildings	670	100,000		100,000	8%	
Remodeling and Renovations	680	100,000	345	99,655	8%	0%
Computer Software	691			0	8%	
Total Appropriations		1,050,000	345	1,049,655	8%	0%
Transfers Out					8%	
To General Fund	910	264,924		264,924	8%	0%
To Debt Service Funds	920	1,573,740		1,573,740	8%	0%
Total Transfers Out		1,838,664	0	1,838,664	8%	0%
Total		2,888,664	345	2,888,319	8%	0%
Local Capital Improvement Fund 370				**Ending Fund Balance 06/30/17**		**1,652,035**

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	82,419		82,419	8%	0%
Total Appropriations		82,419	0	82,419	8%	0%
Total		82,419	0	82,419	8%	0%
Other Capital Projects Fund 390				**Ending Fund Balance 06/30/17**		-

SUPERINTENDENT'S MONTHLY FINANCIAL REPORT

SPECIAL REVENUE FUNDS

DISTRICT SUMMARY BUDGET : **Tentative Budget 2016-17**

For Fiscal Year Ending June 30, 2017 **Report Period: July 1, 2016 - July 31, 2016**

Food Services - Fund 410						
Appropriations - Function 7600	Account Number	Appropriations Budgeted	Expenditures	Budget Balance	Percent Fiscal Yr	Percent of Budget Used
Salaries	100	275,240	8,282	266,958	8%	3%
Employee Benefits	200	131,846	2,511	129,335	8%	2%
Purchased Services	300	98,251	7,793	90,458	8%	8%
Energy Services	400	2,500	0	2,500	8%	0%
Materials & Supplies	500	482,143	0	482,143	8%	0%
Other Expenses	700	183,429	2,201	181,228	8%	1%
Total Appropriations		1,173,410	20,787	1,152,623	8%	2%
Food Services - Fund 410				**Ending Fund Balance 06/30/17**		**212,485**

Federal Programs - Fund 420						
Appropriations	Account Number	Appropriations Budgeted	Expenditures	Budget Balance	Percent Fiscal Yr	Percent of Budget Used
Instruction	5000					
Salaries	100	666,996	17,935	649,061	8%	3%
Employee Benefits	200	143,036	2,417	140,619	8%	2%
Purchased Services	300	86,510		86,510	8%	0%
Materials & Supplies	500	66,468		66,468	8%	0%
Capital Outlay	600	8,600		8,600	8%	0%
Other Expenses	700	2,694		2,694	8%	0%
	Total	974,304	20,351	953,953	8%	2%
Pupil Personnel Services	6100					
Salaries	100	9,303		9,303	8%	0%
Employee Benefits	200	2,656		2,656	8%	0%
Purchased Services	300	83,239		83,239	8%	0%
Materials & Supplies	500	8,143		8,143	8%	0%
	Total	103,340	0	103,340	8%	0%
Instruction&Curriculum Development Services	6300					
Salaries	100	106,123	5,142	100,981	8%	5%
Employee Benefits	200	29,980	1,542	28,438	8%	5%
Purchased Services	300	11,500		11,500	8%	0%
	Total	147,603	6,684	140,919	8%	5%
Instructional Staff Training Services	6400				8%	
Salaries	100	45,751	165	45,586	8%	0%
Employee Benefits	200	6,826	13	6,813	8%	0%
Purchased Services	300	19,815		19,815	8%	0%
Materials & Supplies	500	5,781		5,781	8%	0%
	Total	78,173	178	77,995	8%	0%
General Adminstration	7200				8%	
Other Expenses	700	68,686		68,686	8%	0%
	Total	68,686	0	68,686	8%	0%
School Administration	7300				8%	
Purchased Services	300			0	8%	
Materials & Supplies	500	1,015		1,015	8%	0%
	Total	1,015	0	1,015	8%	0%
Central Services	7700				8%	
Purchased Services	300	8,320		8,320	8%	0%
Materials & Supplies	500	1,589		1,589	8%	0%
Capital Outlay	600	1,200		1,200	8%	0%
Other Expenses	700	3,320		3,320	8%	0%
	Total	14,429	0	14,429	8%	0%
Pupil Transportation Services	7800				8%	
Salaries	100	13,580		13,580	8%	0%
Employee Benefits	200	4,435		4,435	8%	0%
	Total	18,015	0	18,015	8%	0%
Operation of the Plant	7900				8%	
Salaries	100	10,243	396	9,847	8%	4%
Employee Benefits	200	785	30	755	8%	4%
	Total	11,028	426	10,602	8%	
Sequestration Funds						
Total Appropriations		1,416,593	27,639	1,388,954	8%	2%
Federal Programs - Fund 420						

Revenue Report

July 2016 - 2017

Fund	Revenue	Year	Budgeted	Collected Non-Accrual	Collected against an Accrual	Accrued Recievable	Balance	Percent	
110	202	2016 - 2017	100,000.00	0.00	0.00	0.00	100,000.00	100.00	
110	310	2016 - 2017	701,524.00	24,646.00	0.00	0.00	676,878.00	96.49	
110	315	2016 - 2017	73,197.00	6,100.00	0.00	0.00	67,097.00	91.67	
110	342	2016 - 2017	100,000.00	0.00	0.00	0.00	100,000.00	100.00	
110	343	2016 - 2017	4,300.00	135.75	0.00	0.00	4,164.25	96.84	
110	344	2016 - 2017	3,858.00	0.00	0.00	0.00	3,858.00	100.00	
110	355	2016 - 2017	1,251,717.00	104,310.00	0.00	0.00	1,147,407.00	91.67	
110	361	2016 - 2017	27,533.00	0.00	0.00	0.00	27,533.00	100.00	
110	371	2016 - 2017	100,000.00	0.00	0.00	0.00	100,000.00	100.00	
110	399	2016 - 2017	3,900.00	0.00	0.00	0.00	3,900.00	100.00	
110	411	2016 - 2017	8,593,603.54	0.00	0.00	0.00	8,593,603.54	100.00	
110	422	2016 - 2017	86,025.23	0.00	0.00	0.00	86,025.23	100.00	
110	430	2016 - 2017	4,000.00	0.00	0.00	0.00	4,000.00	100.00	
110	431	2016 - 2017	0.00	828.09	0.00	0.00	-828.09	0.00	
110	461	2016 - 2017	0.00	256.50	0.00	0.00	-256.50	0.00	
110	467	2016 - 2017	0.00	98.75	0.00	0.00	-98.75	0.00	
110	471	2016 - 2017	20,000.00	0.00	0.00	0.00	20,000.00	100.00	
110	490	2016 - 2017	82,000.00	0.00	0.00	0.00	82,000.00	100.00	
110	495	2016 - 2017	0.00	8,273.16	0.00	0.00	-8,273.16	0.00	
110	620	2016 - 2017	306,000.00	0.00	0.00	0.00	306,000.00	100.00	
110	630	2016 - 2017	300,923.55	0.00	0.00	0.00	300,923.55	100.00	
220	341	2016 - 2017	306,000.00	0.00	0.00	0.00	306,000.00	100.00	
220	431	2016 - 2017	0.00	0.01	0.00	0.00	-0.01	0.00	
290	431	2016 - 2017	0.00	0.12	0.00	0.00	-0.12	0.00	
290	610	2016 - 2017	1,537,740.06	0.00	0.00	0.00	1,537,740.06	100.00	
340	397	2016 - 2017	145,000.00	0.00	0.00	0.00	145,000.00	100.00	
360	321	2016 - 2017	45,000.00	0.00	0.00	0.00	45,000.00	100.00	
360	431	2016 - 2017	0.00	163.42	0.00	0.00	-163.42	0.00	
370	413	2016 - 2017	1,809,179.69	0.00	0.00	0.00	1,809,179.69	100.00	
370	431	2016 - 2017	0.00	1,494.25	0.00	0.00	-1,494.25	0.00	
390	392	2016 - 2017	72,539.00	0.00	0.00	0.00	72,539.00	100.00	
390	431	2016 - 2017	0.00	7.51	0.00	0.00	-7.51	0.00	
410	260	2016 - 2017	945,000.00	0.00	0.00	0.00	945,000.00	100.00	
410	265	2016 - 2017	86,000.00	0.00	0.00	0.00	86,000.00	100.00	
410	337	2016 - 2017	8,300.00	0.00	0.00	0.00	8,300.00	100.00	
410	338	2016 - 2017	7,200.00	0.00	0.00	0.00	7,200.00	100.00	
410	430	2016 - 2017	500.00	0.00	0.00	0.00	500.00	100.00	
410	431	2016 - 2017	0.00	78.00	0.00	0.00	-78.00	0.00	
410	450	2016 - 2017	60,000.00	0.00	0.00	0.00	60,000.00	100.00	
		Page Totals	**15,601,501.07**	**146,306.05**	**0.00**	**0.00**	**15,455,195.02**	**99.06**	
		Grand Totals	**16,781,040.07**	**146,391.56**	**0.00**	**0.00**	**16,634,648.51**	**99.13**	

Take Stock in Children

Program Budget - fiscal year 2016 - 2017 (07/01/2016 - 06/30/2017)

				Organization:				
				County:				
							Legislative Funding	**Other Funding**
		TSIC Position	**Employee Name**	**Hours / Year**	**Salaries**	**Benefits**	**Total**	**Total**
	1	**Executive Director:**	Dr. Lois Mendez Catlin	**520.00**	**1,237.80**	**-**	$1,237.80	$0.00
	2	**Program Coordinator:**	Dr. Lois Mendez Catlin	# #	**5,250.00**	**-**	$5,250.00	$0.00
	3	**Student Advocate / College Success Coach:**	Ms. Jessica Dempsey	# #	**2,000.00**	**-**	$2,000.00	$0.00
	4	**Mentor Coordinator:**	Ms. Jessica Dempsey	#	**1,250.00**	**-**	$1,250.00	$0.00
	5	**STAR Database Specialist:**	Ms. Melissa West	#	**1,000.00**	**-**	$1,000.00	$0.00
	6	**Finance:**			**-**	**-**	$0.00	$0.00
	7	**Admin:**	Ms. Rhetta Strange	#	**1,200.00**	**-**	$1,200.00	$0.00
	8	**College Success Workshop Facilitator**	Dr. Sean Mendez Catlin	20.00	**250.00**	**-**	$250.00	$0.00
	9	**Assistant Mentor Coordinator**	Ms. Elinor Mount Simmons	# #	-	-	$0.00	$0.00
	10				-	-	$0.00	$0.00
	11				-	-	$0.00	$0.00
	12				-	-	$0.00	$0.00
	13				-	-	$0.00	$0.00
	14				-	-	$0.00	$0.00
						Total Salaries and Benefits	**$12,187.80**	**$0.00**
	Operational Expenses:							
Monthly	Travel (Local mileage, Conference, Training)-No Fundraising.	Travel (Local mileage, Conference, Training) - No Fundraising					$950.00	$2,500.00
	Background checks	**Background Checks**					$0.00	$900.00
		Office Supplies					$100.00	$500.00
		Contracted Services Related to the Grant					$0.00	$0.00
		Printing					$234.20	$250.00
		Postage					$70.00	$75.00
		Audit Fees					$0.00	$0.00
		Other: (Please define)					$0.00	$0.00
		Other: (Please define)					$0.00	$0.00
		Other: (Please define)					$0.00	$0.00
		Other: (Please define)					$0.00	$0.00
		Other: (Please define)					$0.00	$0.00
		Other: (Please define)					$0.00	$0.00
		Other: (Please define)					$0.00	$0.00
		Other: (Please define)					$0.00	$0.00
						Total Operational Expenses	**$1,354.20**	**$4,225.00**
						Total Annual Budget for Allowable Expenditures	**$13,542.00**	**$4,225.00**
						Number		**Cost**
				Scholarship Purchases:		2		$0.00