# **Pinellas County Schools**

**Regular School Board Meeting** 

Tuesday, October, 22, 2013 5:30 PM School Administration Building 301 Fourth Street SW Largo, FL 33770 https://www.pcsb.org

*Mission: "Educate and prepare each student for college, career and life."* 



(Public Comments will begin 30 minutes before the beginning of each regular Board Meeting.)

# Agenda

- I. Amendments to the Agenda
- II. Invocation

Vision:

100% Student Success

Pastor Pamela Smith, Grace Lutheran Church, 1812 N. Highland Ave, Clearwater, FL

III. Pledge of Allegiance

National Anthem

Video: "Dinner Program Serves up Academic Success"

IV. Introduction of Professional and Community Organization Reps

Melanie Marquez Parra - Public Information Officer

V. Presentation by Student Rights and Responsibilities

**Dunedin High School** 

- VI. Public Comments on Agenda Items
- VII. Adoption of Agenda

### VIII. Special Order Agenda

- Presentation of Nagano Exchange Teacher from Nagano, Japan Presented by Jan Kucerik, Specialist, PreK-12 World Languages
- 2. Recognition of the Florida Education Association Human and Civil Rights 2013 Award P Recipient
- 3. Recognition of PALMS Library Media/Technology Specialists of the Year, Presented by 10 Adele West-Fisher, Immediate Past President, PALMS & Jeannie Wallace, Awards Chair, PALMS
- 4. Recognition of Five Star Schools, Presented by Valerie Brimm, Ed.D., Director, Office 11 of Strategic Partnerships

### IX. Unfinished Business

### X. Consent

1. Approval of Minutes: To Approve the Minutes of the Regular Meeting of October 8, 2013	12
Regular Meeting 10-8-13 (PDF)	
<ul> <li>2. Request Approval of Personnel Recommendations</li> <li>Oct 22 2013 FINAL HR Board Agenda Sets A &amp; B (PDF)</li> </ul>	25
<ol> <li>Request Approval of the Administrative Appointment of the Executive Director, Exceptional Student Education</li> </ol>	60
<ol> <li>Request Approval of the Administrative Appointment of the Director, Application Support and Development</li> </ol>	61
<ol><li>Request Approval of the Administrative Appointment of the Director, Operations and User Support</li></ol>	62
<ol> <li>Request Approval of the Administrative Appointment of the Assistant Principal, Forest Lakes Elementary</li> </ol>	63
<ul> <li>7. Request Approval to Revise the Following Job Descriptions Which Will Be Effective October 23, 2013</li> <li>Job Descriptions Revised (PDF)</li> </ul>	64
<ul> <li>8. Request Approval to Revise and/or Create the Following Job Descriptions Which Will Be Effective October 23, 2013, for the Reorganization of the Assessment, Accountability, and Research Department</li> <li>Assessment, Accountability and Research -Org-10-22-13 (PDF)</li> </ul>	106
<ul> <li>Request Approval to Create the Following Job Descriptions Which Will Be Effective October 23, 2013, for the Reorganization of the Career, Technical, and Adult Education Department</li> <li>CTAE Reorganization (PDF)</li> </ul>	141

10. Request Approval of the Following Special Project: Amendment to the Agreement with153Eckerd Youth Alternative, Inc. for a GuidanceCounselor for Students in LicensedFoster Care \$64,986.00

- Budget Amendment to the Agreement with Eckerd Youth Alternative, Inc. (PDF)
- 11. Request Approval of the Financial Statements for the Month Ending July 31, 2013 for Fiscal Year 2013/14
  - July 2013 Financial Statements (PDF)
- 12. Request Approval of the Agreement Between Nurses Helping Hands, Inc. of Pinellas <sup>163</sup> Park & Dunedin and the School Board of Pinellas County
  - Consent Nurses Helping Hands Agreement (PDF)

13. Request Approval of Agreement with Garg Engineering Enterprises, Inc. for Engineering and Contract Administration Services in Connection With the Installation of a new Fire Alarm and a new Integrated Telephone Zoned Paging System, in the Amount of \$46,422 at Clearwater High School, Project No. 9142

• Clearwater HS Phase 2,3 Only AGREEMENT 10.8.13 (PDF)

- 14. Request Approval of Agreement with Garg Engineering Enterprises, Inc. for
   Engineering and Contract Administration Services in Connection With the Installation of
   184
   a new Fire Alarm System, in the Amount of \$32,464 at Dixie Hollins High School,
   Project No. 9138
- Dixie Hollins Phase 2,3 Only AGREEMENT 10.8.13 (PDF)
- 15. Request Approval of Agreement With Harvard Jolly, Inc. for Architectural and Contract 201 Administration Services in Connection With the Construction of the Replacement Facility, in the Amount of \$3,606,122 for Largo High School, Project No. 4511

Largo HS PAE AGREEMENT 10.2.13
 (PDF)

- 16. Request Approval of Agreement With Holmes Hepner & Associates, Inc. for Architectural and Contract Administration Services in Connection With the Construction
   222
   of the New Classroom Building, in the Amount of \$ 1,034,481 for Palm Harbor
   University High School, Project No. 4510
- Palm Harbor University HS AGREEMENT (3) (PDF)

17. Request Approval of Amendment No. 1 to Agreement With Williamson Dacar Associates, Inc. for Architectural and Contract Administration Services in Connection With the Replacement of the Current Roofing Systems on Buildings 3, 5, 6, 10, and 14, Also Remodel the Gymnasium Locker Rooms to Include Plumbing, Electrical and Lighting Systems in the Amount of \$2,495, Resulting in a Total Project Architect/Engineer (PA/E) fee of \$101,230 at Madeira Beach Fundamental School, Project No. 9002

• Maderia Beach Fund PAE Amend to AGREEMENT1 (PDF)

 Request Approval of Amendment No. 1 to Agreement With Allstate Construction, Inc. for an Additional Construction Allocation in Connection With Renovations to Selected Heating, Ventilation and Air Conditioning (HVAC), Sanitary Sewer, Fire Alarm, Lighting, and Roofing Systems in the Amount of \$2,500,000 at Seminole High School, Project No. 9206

• Seminole HS CM Amend to AGREEMENT 1 (PDF)

- 19. Request Approval of Change Order No. 1 With Creative Contractors Inc. for<br/>Renovations and Remodeling for Buildings 1, 2, 3 and 6. This change order will252<br/>decrease the Guaranteed Maximum Price (GMP) by \$551,500.63 with no time<br/>extension at San Jose Elementary School, Project No 9058
  - San Jose ES CO 1 form decrease GMP (PDF)

20. Request Approval of Change Order No. 1 with Stamper Construction Company for Restroom and Heating, Ventilation and Air Conditioning (HVAC) Renovations (Building 3). This change order will increase the contract amount by \$9,813 no time extension at Tarpon Springs Middle School, Project No. 9008

• Tarpon Middle CO 1 Form (PDF)

<ul> <li>21. Request Approval of Change Order No. 1 With LEMA Construction &amp; Developers, Inc. for the Freezer and Cooler Replacement Project. This change order will increase the contract amount by \$33,983 with twenty-one (21) calendar days time extension at Walter Pownall Service Center, Project No. 9502</li> <li>WPSC Freezer Cooler CO 1 form (PDF)</li> </ul>	259
22. Request Acceptance of Substantial Completion for Exterior Window, Storefront, Door, Louver Replacement and Replace Lightning Protection System (Building 1), Roof Replacement (Buildings 1, 4, 5, 6 and 9), Stucco Repair and Exterior Painting (Buildings 1-12), Repaint Above Grade, Painted Surfaces on Site and Install new Exterior Fish Signage (Buildings 2-11) as of August 1, 2013 at Osceola Fundamental High School, Project No. 9049	263
Osceola HS - portion Sub Comp form     (PDF)	
<ul> <li>23. Request Acceptance of Substantial Completion for Remodeling of 2nd Floor for Nursing Program and Replacement of Chillers and Pumps (Building 1) as of September 9, 2013, Which is a Portion of the Project for the Preschool Children's Center at pTEC St. Petersburg Campus, Project No. 4507</li> <li>pTEC St Pete preschool center - Bldg 1 Sub Comp form (PDF)</li> </ul>	266
<ul> <li>24. Request Acceptance of Substantial Completion for Renovations and Remodeling (Building 4) as of September 18, 2013, Which is a Portion of the Project at Skyview Elementary School, Project No. 9027</li> <li>Skyview ES Bldg 4 Sub Comp form(PDF)</li> </ul>	269
25. Request Approval of Vehicle Use Agreements to Non-Profit Organizations for a Period of one Year	272
<ul> <li>VUA Palm Harbor Montessori Academy (PDF)</li> <li>VUA Sanderlin Center (PDF)</li> <li>VUA Town of Belleair (PDF)</li> </ul>	
<ul> <li>26. Request Approval of Selling the District's Surplus and Obsolete Equipment on the PublicSurplus.com Internet Auction Site</li> <li>Auction Items Board List for 102213 (PDF)</li> </ul>	277
<ul> <li>27. Request Approval of Bids to Vendors at Prices in Bid Documents in Accordance with Bid Policies and Statutes</li> <li>Bids 10-22-13 (PDF)</li> </ul>	279
Nonconsent	
	210
<ol> <li>Request Approval of the Administrative and Professional/Technical/Supervisory Salary Models</li> </ol>	316
<ul> <li>2013-14 Administrative Proposed C Exempt Salary Schedule 10-7-13 (PDF)</li> <li>2013-14 PTS Proposed E Exempt Salary Schedule 10-7-13 (PDF)</li> </ul>	
2. Request Approval to Achieve District Accreditation	320
3. Setting a Public Hearing and Authorizing the Advertisement of the Public Hearing to Consider the Amendment to the Following Policies: Policy 1215- TOBACCO AND	

XI.

MISCONDUCT THAT REQUIRES SPECIFIC CONSEQUENCES, Policy 5501.06-CODE OF STUDENT CONDUCT FOR POSTSECONDARY CAREER, TECHNICAL, AND ADULT EDUCATION-TOBACCO AND NICOTINE, Policy 7434-TOBACCO AND NICOTINE USE (This is the first reading.)

- Policies 1215, 4215, 5500.08, 5501.06, 7434 (PDF)
- 4. Setting a Public Hearing and Authorizing the Advertisement of the Public Hearing to Consider the Amendment to Policy 6330-ACQUISITON OF PROFESSIONAL
   ARCHITECTURAL, ENGINEERING, LANDSCAPE ARCHITECTURAL, OR LAND
   SURVEYING SERVICES, AND CONSTRUCTION MANAGERS AT RISK (This is the first reading.)
  - Policy 6330 (PDF)
- 5. Request Denial of the Charter Application for Request Denial of the Charter Application 342 for Excel Charter School Pinellas
  - Excel 2013 Evaluation (PDF)
- 6. Request Denial of the Charter Application for Palm Harbor Montessori Charter School 368
  - Palm Harbor Montessori 2013 Evalution (PDF)
- XII. New Business
  - A. Items Introduced by Superintendent
  - B. Items Introduced by School Board Attorney
  - C. Items Introduced by the Board
  - D. Review of Board Requests
  - E. School Board Meeting Evaluation

#### XIII. Adjournment

1. The above listed recommendations to the School Board of Pinellas County are submitted for consideration and approval at the meeting of October 22, 2013. \_\_\_\_\_\_ Superintendent of Schools

2. Public Participation - Revised 9/27/12 Meeting Procedures

The Board welcomes public comment. For those who wish to speak to the Board, please note the following:

- You are given three separate opportunities to speak. The first is during "Public Comment" on a topic not included in the agenda but pertaining to the general business of the district. The second is on one or more agenda items, and this opportunity occurs prior to the adoption of the agenda by the Board. The third is at public hearings, such as budget hearings, and second readings on Board policy, when you are able to speak to the Board before it takes action.
- In each case, (1) you must register to speak with the superintendent?s designee at the entrance to the meeting room as described below; (2) you will be called in the order you registered with the superintendent's designee or as announced by the chairperson; (3) you will be allotted three (3) minutes, which may only be extended with the approval of the chairperson; and (4) you may not yield your time to any other person. To avoid repetition, speakers supporting or opposing the same issue are encouraged to designate a spokesperson and have the spokesperson request that members of the audience supporting the position stand during the presentation.
- If you wish to speak to agenda items, you must register prior to the time the last speaker on agenda items concludes his or her comments. If you wish to speak during the Public Comment period, you must register prior to the time the last speaker during that period concludes his or her comments. If you wish to speak during a Public Hearing, you must register prior to the time the last speaker during the Public Hearing concludes his or her comments.
- The following additional procedures apply depending upon the specific speaking opportunity:
- 1. Public Comment. Thirty (30) minutes will be set aside immediately preceding each regular meeting for presentations from the audience on matters not covered by items on the agenda (excluding employee discipline), but which pertain to the general business or operation of the Board or District. The Board will not act on or respond to any matter you may raise during your presentation, except to correct inaccuracies. If the number of speakers who sign up cannot be accommodated during the thirty (30) minute period, the remaining speakers will be given an opportunity to speak after the adjournment of the meeting. In addition, other speakers may sign up to speak before adjournment of the regular meeting or until the last registered speaker has finished, whichever is later.
- 2 Numbered Agenda Items. Time will be set aside immediately preceding adoption of the agenda during each regular meeting for you to address numbered agenda items. You may address as many agenda items as you wish during your three (3) minute period, other than items pertaining to employee discipline.
- 3. Public Hearings. Time will be set aside at each public hearing for you to speak on the agenda item. You must confine your comments to the agenda item.

Regulation of Disruptive Speech

Board meetings are a limited open forum for First Amendment purposes, and your exercise of your First Amendment right of free speech in that context will be recognized and protected, subject to reasonable restrictions as to time, place, and manner. Applause is permitted only when awards are granted.

To ensure the expeditious and orderly process of Board meetings, the Chairperson may:

- 1. Interrupt or terminate a speaker when his/her statement is not relevant, exceeds the time allotted, or is abusive, threatening, defamatory, obscene, profane, loud, interruptive, or otherwise of a disruptive or disorderly nature; and
- 2. Order the removal of any person interfering with the expeditious or orderly process of the meeting, provided the Chairperson has first issued a warning that continued interference with the orderly processes of the meeting will result in removal.
- Nothing herein is intended, nor shall anything be construed, to limit or restrain negative, positive, or neutral comments about the manner in which Board employees, agents, the Superintendent, and Board members carry out their duties in public employment or office.

Recording of Board Meetings

Recordings are permitted under the following conditions:

- 1. No obstructions are created between the Board and the audience.
- 2. No interviews are conducted in the meeting room while the Board is in session.
- 3. No commentary, adjustment of equipment, or positioning of operators is made that would distract either the Board or members of the audience while the Board is in session.

Revised9/27/12

Largo, FL 33770

# Pinellas County Schools

#### SCHEDULED



#### **PRESENTATION (ID # 4271)**

- DATE: October 22, 2013
- TO: MEMBERS OF THE SCHOOL BOARD OF PINELLAS COUNTY
- FROM: MICHAEL A. GREGO, Ed.D, SUPERINTENDENT
- SUBJECT: Presentation of Nagano Exchange Teacher from Nagano, Japan Presented by Jan Kucerik, Specialist, PreK-12 World Languages

We are pleased to present Mr. Shinji Tsukada from Nagano City, Nagano, Japan, Clearwater's "sister city." Mr. Tsukada just arrived in Pinellas County on October 18. He will be residing with local residents and visiting and observing in K-12 classrooms until November 11. He will be spending an extended time at Safety Harbor Middle School, where his visit is being coordinated by three teachers who travelled to Nagano recently as exchange teachers.

Mr. Tsukada is a junior high school English teacher in Japan. He was selected by the Nagano Board of Education to represent their fine school system this year. We are privileged to host Nagano teachers each year and to have the opportunity to select Pinellas teachers and students annually to visit Nagano during the summer months.

We would like to now offer Mr. Tsukada the opportunity to address the Board.

#### SUBMITTED BY:

Pamela T. Moore, Associate Superintendent, Teaching and Learning Services

Largo, FL 33770

# Pinellas County Schools

SCHEDULED



### **RECOGNITION (ID # 4288)**

October 22, 2013

TO: MEMBERS OF THE SCHOOL BOARD OF PINELLAS COUNTY

FROM: MICHAEL A. GREGO, Ed. D., SUPERINTENDENT

SUBJECT: Recognition of the Florida Education Association Human and Civil Rights 2013 Award Recipient

Recognition of the Florida Education Association Human and Civil Rights 2013 Award, presented to Mrs. Linda Lerner, School Board member, by Kim Black, president, Pinellas County Classroom Teachers Association. The FEA is the state's teachers union.

Mrs. Lerner was recognized at FEA's annual luncheon on Friday, October 11, 2013. The Florida Education Association Human and Civil Rights Award is given annually to a person who has "demonstrated support and promotion of diversity and social justice". The awards committee members recognize Mrs. Lerner's demonstration of these qualities in her service to the community.

Mrs. Lerner has been a member of Pinellas County Schools' Board for more than 20 years.

Largo, FL 33770

# Pinellas County Schools

#### SCHEDULED



#### **RECOGNITION (ID # 4273)**

October 22, 2013

#### TO: MEMBERS OF THE SCHOOL BOARD OF PINELLAS COUNTY

- FROM: MICHAEL A. GREGO, Ed.D., SUPERINTENDENT
- SUBJECT: Recognition of PALMS Library Media/Technology Specialists of the Year, Presented by Adele West-Fisher, Immediate Past President, PALMS & Jeannie Wallace, Awards Chair, PALMS

The mission of Pinellas Association of Library Media/Technology Specialists (PALMS) is to support school library media/technology specialists through advocating leadership and professionalism facilitating collaboration and promoting information literacy. As a result, PALMS annually recognizes outstanding library media/technology and principals who support the ideals of the profession.

#### PALMS Library Media/Technology Specialists of the Year

Elementary: Laura Woods, Library Media/Technology Specialist, John Sexton Elementary Secondary: Amy Titus, Library Media/Technology Specialist, Palm Harbor University High

#### SUBMITTED BY:

Pamela T. Moore, Associate Superintendent, Teaching and Learning Services

Largo, FL 33770

### SCHEDULED

# Pinellas County Schools



#### **RECOGNITION (ID # 4278)**

October 22, 2013

### TO: MEMBERS OF THE SCHOOL BOARD OF PINELLAS COUNTY

- FROM: MICHAEL A. GREGO, Ed.D., SUPERINTENDENT
- SUBJECT: Recognition of Five Star Schools, Presented by Valerie Brimm, Ed.D., Director, Office of Strategic Partnerships

Twenty-Nine Schools received the Five Star School designations from the Florida Department of Education. The Five Star School Award was created by the Commissioner's Community Involvement Council and is presented annually to those schools that have shown evidence of exemplary community involvement. In order to earn Five Star School Recognition, a school must show documentation that it has achieved 100% of the established criteria in the categories of: business partnerships, family involvement, volunteerism, student community service and School Advisory Council.

Qualifying schools set the standard for students, community, business and family involvement in Pinellas County as well as for the state of Florida.

- Bauder Elementary Bay Point Elementary Belcher Elementary Clearwater Fundamental Clearwater High Cross Bayou Elementary Curtis Fundamental Elementary Cypress Woods Elementary East Lake High Garrison-Jones Elementary John M. Sexton Elementary Joseph Carwise Middle Leila Davis Elementary M.K. Rawlings Elementary Madeira Beach Fundamental
- Northeast High Oldsmar Elementary Orange Grove Elementary Osceola Fundamental High Osceola Middle Palm Harbor Middle Palm Harbor University High San Jose Elementary Seminole High Seminole High Starkey Elementary Sunset Hills Elementary Tarpon Springs Fundamental Tarpon Springs Middle

#### SUBMITTED BY:

Lori Matway, Associate Superintendent, Student and Community Services

Largo, FL 33770



#### SCHEDULED

# Pinellas County Schools

### **REQUEST FOR APPROVAL (ID # 4263)**

#### ATTACHMENTS:

• Regular Meeting 10-8-13 (PDF)



# **Regular School Board Meeting**

Tuesday, October, 8, 2013 10:00 AM School Administration Building 301 Fourth Street SW Largo, FL 33770

### ~ Minutes ~

https://www.pcsb.org

# **Public Comments**

Prior to the presentations, Mrs. Cook shared with the public that they may speak to the Board at this time on topics of a general nature.

The following individuals presented their comments to the Board:

1. Lenore Faulkner

Ms. Faulkner addressed the Board to share information on her physical and employment history. Ms. Faulkner stated that she will not wait for D.C., the state or Pinellas County Schools to serve children.

2. Melinda Lenehan

Ms. Lenehan addressed the Board to state that her son is an eighth grader at Thurgood Marshall Fundamental Middle School; and, that she has not seen any action taken against the principal of that school.

Once the speaker was finished with her comments, Ms. Flowers stated that she is aware that a number of conversations have taken place between the parent and the principal. Ms. Flowers asked Mr. Koperski whether this discussion should take place since Ms. Lenehan has shared that she has an attorney. Mr. Koperski stated that these discussions and the parent's interaction with staff will continue as long as the parent wants that to occur. Dr. Grego assured the Board that the district's staff members have been very responsive to this parent.

3. Mark Klutho

Mr. Klutho addressed the Board to speak to the recent article regarding the Teacher Incentive Fund grant and to share information contained in articles related to the use of energy. Mr. Klutho stated that the district is spending money on "stupid buildings" and incorrect lighting.

4. Kim Black

Ms. Black, Pinellas Classroom Teachers Association, addressed the Board to congratulate the Board on reaching the recent contract with the teachers; and, to thank the Pinellas delegation for the funding for teachers. Ms. Black stated that the effort with the salary schedules was to try to smooth out the discrepancies that existed; but, that it still remains that some of the teachers at the top end of the scale will only receive \$1200 or less. Ms. Black stated that she would like the district to continue to look at that concern.

# There were no additional speakers from the audience; and, this session ended at 10:16 a.m.

# **Regular School Board Meeting**

Tuesday, October, 8, 2013 10:30 AM

**School Administration Building** 

301 Fourth Street SW Largo, FL 33770

### ~ Minutes ~

https://www.pcsb.org

# I. Call to Order

The meeting was called to order at 10:30 AM on October 8, 2013 at the School Administration Building, 301 Fourth Street SW, Largo, FL.

Attendee Name	Organization	Title	Status	Arrived
Deborah Beaty	Pinellas County Schools	Adm. Assistant and Clerk to the Board	Present	
David Koperski	Pinellas County Schools	Board Attorney	Present	
Rene Flowers	Pinellas County Schools	Board Member	Present	
Robin L Wikle	Pinellas County Schools	Board Member	Present	
Carol J. Cook	Pinellas County Schools	Chairperson	Present	
Janet R. Clark	Pinellas County Schools	Board Member	Present	
Terry Krassner	Pinellas County Schools	Board Member	Present	
Linda S. Lerner	Pinellas County Schools	Board Member	Present	
Peggy O' Shea	Pinellas County Schools	Vice Chairperson	Present	
Michael A. Grego	Pinellas County Schools	Superintendent	Present	
William Corbett	Pinellas County Schools	Deputy Superintendent	Present	
Michael Bessette	Pinellas County Schools	Associate Superintendent/Operations	Present	
Kevin Smith	Pinellas County Schools	Associate Superintendent/Finance Business Services	Present	

# II. Amendments to the Agenda

At this time, Dr. Grego stated that there have been no changes to the agenda subsequent to its publication seven days ago.

P

# III. Invocation

# Reverend Dr. David Miller, Faith Presbyterian Church, 11501 Walker Ave., Seminole, FL

The Invocation was delivered by Rev. Miller.

# IV. Pledge of Allegiance

The Pledge of Allegiance followed the Invocation.

### National Anthem

Following the Pledge of Allegiance, Mr. David Vetter, Teacher on Special Assignment, performed the National Anthem.

### Video: Class of 2021 at Tarpon Elementary 'Commit to Complete' College

A video was shown highlighting the visit of some Tarpon Springs Elementary students to the St. Petersburg College Tarpon campus as a first step in encouraging their thinking about their education and goals following their graduation.

# V. Introduction of Professional and Community Organization Reps

### Melanie Marquez Parra - Public Information Officer

Ms. Marquez Parra introduced the following individuals: Nelly Henjes, PESPA; Kimberly Black, PCTA; Bruce Proud, PCTA/PESPA: Rick Brant and Sonya Roundtree, SEIU/Florida Public Services Union; Cindy Ehrenzeller, PCCPTA; Annie Johnson, Pinellas Arts for a Complete Education Coalition; Lisa Gartner, The Tampa Bay Times; and, Anastasia Dawson, The Tampa Tribune.

# VI. Presentation by Student Rights and Responsibilities

At this time, Ms. Marquez Parra introduced the Student Rights & Responsibilities Committee representatives from Osceola High School.

Megan Johnson and Matthew Riccardi, Students Rights and Responsibilities representatives from Osceola High School, addressed the Board to share information regarding programs and achievements taking place at their school.

# VII. Public Comments on Agenda Items

The following individuals addressed the Board to offer their comments on selected agenda items:

1. Kim Black

Nonconsent #1 - Request Adoption of the Proposed Greater Florida Consortium of School Boards 2014 Legislative Program

Ms. Black, PCTA, addressed the Board to thank them for soliciting input from PCTA on the legislative program. Ms. Black, referring to page 297 - Waiver of Statutes, requested clarification on the language. Ms. Black, referring to page 300 - Elementary Physical Education, expressed PCTA's continued commitment to Physical Education Teachers and stated that the language would infer that any teacher can be hired to teach the program.

Consent Item #1 - Approval of Minutes

Ms. Black stated that the wording on the agenda item Nonconsent Item #6 should read Pinellas County Classroom Teachers Association (PCTA).

2. Mark Klutho

Consent #11 - Request Approval of Amendment No. 1 to Agreement With Ajax Building Corporation for an Additional Construction Allocation of \$3,431,606 Resulting in a Guaranteed Maximum Price (GMP) of \$6,257,847 in Connection With the Replacement of Roofs, Replacement of Heating, Ventilation, and Air Conditioning (HVAC) System, and Lighting System Upgrades for Oldsmar Elementary School, Project No. 9060

Mr. Klutho addressed the Board to say that the district does not know what they are doing regarding HVAC nor lighting.

# VIII. Adoption of Agenda

RESULT:	ADOPTED [UNANIMOUS]
MOVER:	Peggy O' Shea, Vice Chairperson
SECONDER:	Rene Flowers, Board Member
AYES:	Flowers, Wikle, Cook, Clark, Krassner, Lerner, O' Shea

# IX. Special Order Agenda

1. Proclamation Recognizing Lights on Afterschool

Ms. Isabella Torbert, Title I Office, stated that the purpose of Lights On After School events is to draw attention to the need for more after school programs to serve the millions of children nationally who are unsupervised and at risk each weekday afternoon.

# It was moved by Ms. Flowers, seconded by Mrs. Krassner and carried with a 7-0 vote to adopt the Resolution endorsing the Keeping Lights On After School Proclamation.

(Copy to be found in Supplemental Minute Book #151.)

2. Presentation by Ms. Michelle Alfred, President, Pinellas County Council, PTA

Ms. Michelle Alfred, President, Pinellas County Council, PTA, addressed the Board to share information on PCCPTA plans, goals and activities for this school year. Ms. Alfred used a PowerPoint presentation to assist her in the sharing of this information. Ms. Alfred stated that information will be forwarded to the Board regarding the dates of upcoming forums scheduled for PCCPTA and individual members of our Pinellas legislative delegation. Ms. Alfred also shared that information may be obtained by going to PCCPTA's website.

 Presentation of the Pinellas School Nutrition Association (PSNA) President and Recognition of National School Lunch Week (October 14-18, 2013), Presented by Art Dunham, Director, Food Services

Mr. Art Dunham, Food Service Director and Advisor to PSNA (Pinellas School Nutrition Association) and Mr. Corky Stern, Food Services Manager, addressed the Board to share information on the goals and activities for the district's school nutrition specialists. Mr. Stern stated that National School Lunch Week, October 14-18, 2013, has been recognized nationally as a means to promote school lunch and to acknowledge the contribution of a nutritious lunch in the physical and academic development of Florida's children. Mr. Stern also distributed to the Board information pertaining to the PSNA 4th Annual Golf Tournament, October 19, 2013; and, invited their participation. Dr. Grego thanked all the food service workers for the significant job they do each day and Mr. Dunham and his staff for their great efforts in planning a nutritional meals for our students each day.

4. Recognition of Commitment to Civics Education in Pinellas County Schools

Dr. Grego thanked Sixth Judicial Circuit Judge Pamela A.M. Campbell, Dean Christopher M. Pietruszkiewicz, Stetson College and the Pinellas Education Foundation for their involvement in and support of the development of Constitution Hall at Finance Park.

Ms. Tamra Eitel, Associate Director of Communication for the Education Foundation, introduced this item and stated that this is a wonderful initiative to help students learn more about civics.

Judge Campbell and Dean Pietruszkiewicz were greeted and thanked by the School Board Members.

5. Recognition of School bus Drivers With Perfect Driving Records

Dr. Grego called upon Mr. Rick McBride, Director of Transportation, who introduced the following school bus drivers who have demonstrated ten or more consecutive years of perfect driving record:

Present:

Janie Dutcher, Cheryl Goodin, Willie Jenkins, Greta Mason, Ronald Oras, Kay Roberts, Yahaira Valentine, Monique Knowles, Raychele Lorance, Yulonda Wright-Rich, Carolyn Rogers, Tiffany Roux-Shinn, Lashang Simmons, Suzanne Marzec, Joann Pierce, Sheila Cash, Wanda Prosser and Loretta Poole

Absent:

Terriel Lucas, Su Pond, Marcus Hart, Alberto Sandoval, Andres Ortiz, Patricia Mastrilli, Luther Huff, Dennis Wray, Eric Simmons, Timothy Jackson, Bethany Hyatt and Edward Gardner

Each of the honorees were presented with a plaque in recognition of their individual accomplishment. Those present were greeted and congratulated by the School Board Members.

Agenda

10.1.a

# X. Unfinished Business

# XI. Consent

RESULT: MOVER:	APPROVED [UNANIMOUS] Janet R. Clark, Board Member
SECONDER:	Rene Flowers, Board Member
AYES:	Flowers, Cook, Clark, Krassner, Lerner, O' Shea
ABSENT:	Wikle

1. Approval of Minutes: To Approve the Minutes of the Regular Meeting of September 24, 2013; the Workshop of September 17, 2013; and, the Joint Meeting Between DMAC and the School Board of September 24, 2013

Approved, as submitted.

2. Request Approval of Personnel Recommendations Approved, as submitted.

(Copy to be found in Supplemental Minute Book #151.)

3. Request Approval of the Administrative Appointment of the Assistant Principal, Meadowlawn Middle School

Approved - appointment of John Dennis Russo

(Copy to be found in Supplemental Minute Book #151.)

4. Request Approval of the Administrative Appointment of the Director, Charter Schools and Home Education

Approved - appointment of Dorothy Clark,

(Copy to be found in Supplemental Minute Book #151.)

# 5. Request Approval of Field Trip bid Selection

Approved, as follows: Clearwater High Career Academy of International Commerce and Culture Graduating Seniors New York City, N.Y. Tours of Wall St., N.Y. Stock Exchange, United Nations and Ellis Island Gerber Tours

6. Request Approval of Yearbook bid Selection

Approved, as follows: East Lake High 2013-2014, 2014-2015, and 2015-2016 school years, with the option of a one-time three-year rollover. Herff Jones Yearbooks \$49,983.43 - anticipated cost for the 2014 yearbook. The maximum percentage of increase for each of the two years over the previous year shall be 5%.

7. Request Acceptance of the 2012/13 Annual Financial Report Approved, as submitted.

October 8, 2013

 Request Approval to Retire Tagged Equipment Reported as Missing 2012/13 for Two Consecutive Years

Approved, as submitted.

- 9. Request Approval to Retire Tagged Fixed Assets Reported as Stolen or Destroyed Approved, as submitted.
- 10. Request Approval of Agreement With The Boys and Girls Club of the Suncoast for Mobile Course Credit Recovery Program (MCCR)

Approved, as submitted.

(Copy to be found in Supplemental Minute Book #151.)

11. Request Approval of Amendment No. 1 to Agreement With Ajax Building Corporation for an Additional Construction Allocation of \$3,431,606 Resulting in a Guaranteed Maximum Price (GMP) of \$6,257,847 in Connection With the Replacement of Roofs, Replacement of Heating, Ventilation, and Air Conditioning (HVAC) System, and Lighting System Upgrades for Oldsmar Elementary School, Project No. 9060

Approved, as submitted.

(Copy to be found in Supplemental Minute Book #151.)

12. Request Approval of Vehicle Use Agreements to Non-Profit Organizations for a Period of one Year

Approved, as submitted.

(Copy to be found in Supplemental Minute Book #151.)

13. Request Approval of Selling the District's Surplus and Obsolete Equipment on the PublicSurplus.com Internet Auction Site

Approved, as submitted.

14. Request Approval of Bids to Vendors at Prices in Bid Documents in Accordance with Bid Policies and Statutes

Approved, as submitted.

(Copy to be found in Supplemental Minute Book #151.)

# XII. Nonconsent

1. Request Adoption of the Proposed Greater Florida Consortium of School Boards 2014 Legislative Program

Dr. Grego and Mrs. Cook introduced this item.

Mrs. Lerner, referring to page 297 - Waiver of Statutes, requested further clarification on this item. Discussion followed by Mrs. Cook and Mr. Koperski. Mrs. Lerner requested that "the" in the second line be changed to "a", as follows:

"Provide the authority for the governor or the commissioner of education to waive statutes, except for those dealing with life safety issues, upon request of the **a** school board, for up to three years."

Mrs. Cook stated that she will take that request to the Consortium membership.

Mrs. Krassner, referring to page 300 - Elementary Physical Education, shared that she has concern with this item. It was moved by Mrs. Krassner, seconded by Ms. Flowers and carried with a 7-0 vote to divide out this section of the Program for separate action by the Board. Discussion followed specific to the divided out item, Elementary Physical Education. It was moved by Mrs. Krassner, seconded by Mrs. O'Shea and carried with a 7-0 vote to remove this section, Elementary Physical Education, from the Greater Florida Consortium of School Boards 2014 Legislative Program.

Mrs. Cook shared that the Consortium pulled out the language from Pinellas regarding the referendum that would allow a favorable vote of the public to extend to ten years. Ms. Clark stated that this item will be in our district's program though. Mrs. O'Shea requested that the Board receive the revised Consortium platform.

RESULT:	APPROVED AS AMENDED [UNANIMOUS]
MOVER:	Janet R. Clark, Board Member
SECONDER:	Peggy O' Shea, Vice Chairperson
AYES:	Flowers, Wikle, Cook, Clark, Krassner, Lerner, O' Shea

# XIII. New Business

# A. Items Introduced by Superintendent

Dr. Grego's report included the following:

1) Stated that he had placed at the Board Members' seats copies of both the FSBA (Florida School Boards Association) and FADSS (Florida Association of District School Superintendents) legislative programs. Dr. Grego stated that these items will be discussed during the December joint conference; and, requested that the Board Members review these legislative programs prior to the October 15th workshop.

2) Provided an update to the Board regarding the initiative, Bridging the Gap. Dr. Grego shared that Dr. Law, SPC, has offered the Epicenter as a venue to hold a community meeting on October 24th where many stakeholders will be invited to provide their input to the Board and him regarding action plans that will support the goals associated with the Bridging the Gap initiative.

3) Extended his kudos to Achieva Credit Union for holding their annual Box Car Rally this past weekend. Dr. Grego shared that this was a great family event that has raised a lot of money to support our teachers.

4) Shared that the district has launched an awareness campaign to inform Pinellas students of the new ban on texting while driving and to stress the dangers associated with this practice. Dr. Grego stated that the Office of Strategic Communications is working with Pinellas Schools Police Chief Rick Stelljes, Director of Physical Education Nick Grasso, Associate Superintendent Michael Bessette and the Pinellas County Sheriff's Office to convey this message to students utilizing school websites and newsletters, morning

announcements and school marquees. Dr. Grego stated that the district's collaboration with the Sheriff's Office will include a 30-second public service announcement that will be posted on the district's website, sent to all schools and provided to local media. The materials will also be provided to driver education teachers and school resource officers throughout the district so that they will make texting while driving awareness a key part of their presentations to students. Dr. Grego shared that Mr. Bessette and his staff are producing signs warning against texting while diving that will be posted at all high school exits.

5) Shared that communications are starting with families regarding the district's Application Programs. Dr. Grego stated that parent information sessions will be held on November 7th at Boca Ciega High School; Nov. 12th at Pinellas Park High School; and November 14th at Countryside High School, all sessions running from 6:30 to 7:30 p.m. Dr. Grego stated that the district has also scheduled two District Application Program Information Fairs that will provide an opportunity for parents and prospective students to talk with representatives about various application programs. The Information Fairs have been scheduled from 9 a.m. to noon on Nov. 16 at Pinellas Park High School and from 6 to 8 p.m. at Gibbs High School.

6) Shared that he enjoyed his recent visit to Tiger Bay; and, that a student won the Tiger Claw for the most difficult question.

7) Shared information on his recent visits to High Point Elementary Mind Research Institute project, Clearwater High School for the training on Ford PASS initiative; and the groundbreaking on the site of former Rio Vista Elementary School.

8) Shared that he will be traveling to Tallahassee later today to meet with members of the House Education Appropriations Committee scheduled for tomorrow.

9) Shared that he is enjoying great parent cadre meetings. Dr. Grego invited the Board Members to join him at any of these parent sessions.

# B. Items Introduced by School Board Attorney

Mr. Koperski stated he had no report.

# C. Items Introduced by the Board

Ms. Clark - 1) Shared that when she came on the Board, she was very curious with the with the number of lost tagged items that were reported in the Board book. Ms. Clark, referring to page 246, shared that she is pleased to see the number of those items reducing with each report. Ms. Clark extended kudos to those schools and departments that have achieved a perfect inventory.

Mrs. Lerner - 1) Expressed her disappointment that the Board Members and Ms. Linda Whitley were not invited to attend the recent opening of the Constitution Hall at Finance Park. Mrs. Lerner acknowledged the efforts of Ms. Linda Whiltley in the area of civics and social studies and shared information regarding the civics program that is being incorporated into the Pinellas curriculum. Mrs. Lerner stated that she is sure that it was an oversight that the Board and Mrs. Whitley were not invited to this event. Mrs. Cook, later in this meeting, shared that the invitation was only extended to members of the Education Foundation board.

2) Stated that it was interesting to hear Mr. McBride earlier refer to bus drivers as student transportation specialists. Mrs. Lerner shared that she had an opportunity to speak with the drivers prior to the start of this meeting; and, that the drivers would like to invite Board Members to join them in some of their routes. 3) Suggested that the district have one individual identified that could talk to different employees to share information on opportunities available in the district in which they could aspire to grow into. 4) Expressed her concern for students who would like to participate in clubs on their school campus but due to transportation issues cannot do so. Mrs. Lerner requested that this issue be reviewed to identify alternative options that could open up such opportunities to participate in clubs for those students. 5) Shared that she received a call from a high school economics teacher who was discouraged after receiving her VAM (Value Added Model) score. Mrs. Lerner suggested that Dr. Grego send a short email to our educators to encourage them and to share information on the efforts being taken to improve the teacher evaluation system. Dr. Grego stated that he will look into this and how VAM is effecting teachers. Dr. Grego shared that he has asked that principals contact other districts to see how they are offering club opportunities to their students.

Mrs. O'Shea - 1) Stated that she was very pleased to see the video this morning that highlighted the students visiting the SPC Tarpon campus. Mrs. O'Shea stated that she recently met with the Provost of the Tarpon campus of SPC who shared that he is very excited about this partnership and is looking forward to expanding the program within our various schools. Mrs. O'Shea suggested that the video be placed on our website and television station. 2) Stated that efforts within legislative committees have begun and suggested that the Board's legislative subcommittee meet very soon to begin planning in order to try to get ahead of some of the issues. 3) Shared that she had also attended the opening of the Rio Vista site. Mrs. O'Shea shared that the Board Members will be invited back to that program once it is truly open. 4) Shared that the "Midtown Through Your Eyes" was an amazing display and encouraged others to visit.

Ms. Flowers - 1) Shared that she had brought to Dr. Grego's attention, at the request of Mr. Art O'Hara, the request for a proclamation on Lights On After School. Ms. Flowers thanked Dr. Grego for bringing the proclamation to the Board for formal action. 2) Shared that she enjoyed her recent visit to Thurgood Marshall Fundamental Middle School. 3) Shared that she attended the Pink Petals Pageant and shared information on opportunities that were provided to the young ladies participating in this event. 4) Thanked those in Food Services Department for the wonderful lunch they provided for the Board today. 5) Extended kudos to Pinellas County's Head Start program for their ability to continue serving children. 6) Extended her kudos to Wal-Mart for opening another one of their grocery stores in St. Petersburg.

Mrs. Wikle - 1) Requested confirmation as to which Board Members are serving as the Board's subcommittee for legislative. It was confirmed that Ms. Clark, Mrs. Cook and Mrs. O'Shea serve as that subcommittee. 2) Extended kudos to FADSS (Florida Association of District School Superintendents) for the wording they placed at the top of their legislative Agenda

10.1.a

program. 3) Stated that she had submitted a question as to the rational used for appointing an individual through the bid package, rather through the personnel packet. Mrs. Wikle shared that she also had concern that there was only one response to the bid. 4) Gave a shout-out to Mr. Mack, Wood Shop Teacher at Clearwater High, for his involvement in the Achieva Box Car Rally. 5) Shared that during her one-on-one with Dr. Grego, he shared that he wants to challenge the administration building to participate in the Take Stock in Children 5K walk/run event. Mrs. Wikle shared that those at Sanderlin have already put a team in place. Mrs. Lerner stated that she will be participating in the 5K as a walker.

Mrs. Krassner - 1) Acknowledged Ms. Cindy Bania who was in the audience and will be retiring soon. Mrs. Krassner congratulated Ms. Bania and thanked her for her many years of service. 2) Encouraged all employees to read the Monday Update publications as they contain great information.

Mrs. Cook - 1) Shared that the agenda for the October 15th workshop will go out today. Mrs. Cook stated that the FSBA (Florida School Boards Association) legislative program will be on that agenda and will be coming in two sections, the first being the priorities and the second being the position statements. Mrs. Cook stated that the finalized document will be provided to all school board members at the December FSBA/FADSS joint meeting. Mrs. Cook shared that the district's legislative program will contain the proposal to extend the life of the referendum; and, shared that the Consortium represents almost 50% of the state's student population. 2) Stated that she had sent to the Board Members in an email the link to view information on Constitution Hall, the new addition to Finance Park, Stavros Institute. Mrs. Cook explained that only members of the Pinellas Education Foundation board were invited to this ribbon cutting. 3) Extended her appreciation to Ms Cindy Bania, Executive Director for ESE, for her many years of service to families and students in Pinellas County. Mrs. Cook stated that Ms. Bania always had children first and foremost in her mind. Mrs. Lerner joined Mrs. Cook in congratulating and thanking Ms. Bania for her service to our district.

### D. Review of Board Requests

Dr. Corbett offered the following summary of requests presented during this meeting:

1) Staff will research the possibility of having one point of contact for employees who are looking for information on how to advance their careers.

2) Staff will determine a way to communicate with teachers in order to share information on the overall evaluation system and how VAM impacts that system.

3) Staff will look into the process used in 14-961-039-RFP, page 275 of the agenda book.

Mrs. Cook stated that there were so many certificates signed for those achieving a perfect inventory and suggested that we may want to look at a way to recognize at least a representative from each of those schools or departments.

### E. School Board Meeting Evaluation

The evaluation of the meeting followed the adjournment of the meeting; and, the results are as follows:

Pluses

- Today was good example of speakers addressing agenda item before meeting and Board Members addressing their questions or concerns at the time the agenda item is presented to the Board.
- Clarification was made on comments presented to the Board by the speaker.
- Clarified we will continue to work with parent speaker.

### Opportunities

- Use speaker's proper name when responding to comments presented by speakers from the audience (... the speaker ...).
- Clarify costs in agenda items.

# XIV. Adjournment

There being no further business to be brought before the School Board, this meeting adjourned at 12:33 p.m.

Chairperson

Superintendent and Ex Officio Secretary

# **Public Comments**

Following the adjournment of the meeting, there were no individuals present wishing to share their comments with the School Board Members.

Largo, FL 33770



#### SCHEDULED

### **REQUEST FOR APPROVAL (ID # 4283)**

#### ATTACHMENTS:

**Pinellas** County

Schools

Oct 22 2013 FINAL HR Board Agenda Sets A & B
 (PDF)

Prepared: 10/14/2013 11:01 AM by Mary Doner

				Set A
MEMORAND	UM		October	22, 2013
TO:	MEMBERS OF THE SCHOOL BOAR	D OF PINELLAS COUNT	Y	
FROM:	MICHAEL A. GREGO, Ed.D., SUPER	INTENDENT		
SUBJECT:	Recommendation of Superintendent	on Personnel – 2013/2014	,	
The following	personnel matters are submitted to yo	u for your approval:		Page
0	b.org/hr/Compensation/jobdescr.htm			- Gr
Administrative	_		3	А
Leaves of AD	sence		3	A
Instructional				
Appointments	of Probationary Contract		18	1-2
Appointments	of Annual Contract		28	2-4
Transfers			12	4-5
Change of Co	ontract		1	5
Leaves of Ab	sence		16	5-6
Return from L	eave of Absence		1	6
Terminations				
Resignation	S		13	7
Retirements			5	8
Payment of C	ontracted Services		24	8-11
Substitute Ap	pointments		40	11-12
Extended Lea	arning Appointments		25	12-13
Part Time Ho	urly		19	13-14
Teaching Out	of Field		19	14-16
ABE = Adult Basic	Education	MGIC = Middle Grades Integrated C	Curriculum	

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ABE = Adult Basic Education	MGIC = Middle Grades megrated Curriculum
CRISS = Creating Independence Through Student Owned	MSAP = Middle School Achievement Program
Strategies	NCLB = No Child Left Behind
CTAE = Career, Technical and Adult Education	PCS = Pinellas County Schools
DA = Differentiated Accountability	PD = Professional Development
DROP = Deferred Retirement Option Program	PS/RTI = Problem Solving/Response to Instruction and
ESOL = English for Speakers of Other Languages	Intervention
FCAT = Florida Comprehensive Assessment Test	ROTC = Reserve Officer Training Corps
FMLA = Family Medical Leave Act	SIG = School Improvement Grant
HOSA = Health Occupations Students of America	SIP = School Improvement Plan
IMAST = Interdisciplinary Math and Science with Technology	SLC = Smaller Learning Communities
MEGSSS = Math Education for Gifted Secondary School Students	STEM = Science, Technology, Engineering and Mathematics

### RECOMMENDATION OF SUPERINTENDENT ON ADMINISTRATIVE PERSONNEL

### 2013/2014

October 22, 2013

### ADMINISTRATIVE LEAVES OF ABSENCE

NAME	POSITION	REASON	EFFECTIVE
Lorand, Marjorie J.	Assistant Principal, North Shore Elementary	Illness/FMLA	08/05/13
Minkin, Amy J.	Assistant Principal, Bay Point Middle	Military	08/12/13
Wilson, Sharon E.	Assistant Principal, Azalea Elementary	Adoption/FMLA	10/07/13

### RECOMMENDATION OF SUPERINTENDENT ON INSTRUCTIONAL PERSONNEL

### 2013/2014

October 22, 2013

### APPOINTMENTS OF PROBATIONARY CONTRACT

NAME	COST CENTER	GRADE/SUBJECT	EFFECTIVE
Alam, Amy C. (W)	Campbell Park Elementary	Elementary	09/27/13
DeVincenzo, Anthony (W)	Tarpon Springs High	Family & Consumer Sciences	10/07/13
Gonzalez, Amy L. (W)	Communication Disorders	Speech Correction	09/09/13
Haynes, Letitia D. (B)	Gibbs High	Mathematics	09/24/13
Lissow, Amber C. (W)	Communication Disorders	Visually Impaired	08/12/13
McNally, Emelia J. (W)	Mount Vernon Elementary	Emotional/Behavior Disorder	09/30/13
Morris, Janet L. (W)	Title I Center	Elementary	09/30/13
Morris, Maggie M. (B)	Melrose Elementary	Pre K Varying Exceptionality	09/30/13
Pusch, Kristen L. (W)	Area 3 Exceptional Student Education	Occupational Therapist	10/07/13
Robalino, Alexandra (W)	Lakewood High	Foreign Language	09/30/13
Robinson, Catherine S. (W)	Oak Grove Middle	Mathematics	09/23/13
Tave, Carolina (H)	Ridgecrest Elementary	Gifted	10/07/13
Teigman, Adrienne (W)	St. Petersburg High	Science	09/06/13
Touma, Lauren N. (W)	PTEC/Clearwater	Vocational	10/01/13
Trautman, Brittany J. (B)	Safety Harbor Middle	Science	08/12/13

### APPOINTMENTS OF PROBATIONARY CONTRACT

#### (Continued)

NAME	COST CENTER	GRADE/SUBJECT	EFFECTIVE
Van Buskirk Feldt, Faith K. (W)	Seminole High	Music	09/20/13
Watson, Scott (W)	Sanders Exceptional	Emotional/Behavior Disorder	09/16/13
Wright, Katina D. (B)	Title I Center	Elementary	09/27/13

### APPOINTMENTS OF ANNUAL CONTRACT

NAME	COST CENTER	GRADE/SUBJECT	EFFECTIVE
Behring, P. Christine (W)	John Hopkins Middle	Mathematics	09/18/13
Burgher, Caitlin N. (W)	Lealman Intermediate	Guidance Counselor	08/20/13
Carmody, Cindy J. (H)	Pinellas Secondary	Emotional/Behavior Disorder	08/12/13
Carmody, Zachary R. (W)	Safety Harbor Middle	Emotional/Behavior Disorder	11/25/13
Clark, Christopher B. (W)	Dixie Hollins High	Drama	08/12/13
De Leon, Christopher M. (W)	Tarpon Springs High	Music	08/12/13
Deal, Bianca W. (W)	Northwest Elementary	Elementary	12/02/13
Faraji, Pamela B. (W)	Dunedin High	Reading Coach	08/12/13
Farris, Megan E. (W)	Calvin Hunsinger	Emotional/Behavior Disorder	08/12/13

#### APPOINTMENTS OF ANNUAL CONTRACT

### (Continued)

NAME	COST CENTER	GRADE/SUBJECT	EFFECTIVE
Fetters, Bradley J. (W)	John Hopkins Middle	Science	09/03/13
Grimmer, Betsey H. (W)	Palm Harbor University High	Health Science	10/01/13
Heintz, Ashley M. (W)	Dunedin Elementary	Elementary	08/19/13
Jacobs, Tarek J. (W)	Title I Center	Language Arts	10/01/13
Larson, Steffan R. (W)	Clearwater High	Language Arts	08/26/13
Lawrence, Lloyd (B)	Dunedin Highland Middle	Reading	08/12/13
Lopez, Eutimio (W)	Dixie Hollins High	Driver Education	08/12/13
Meier, Steven W. (W)	Meadowlawn Middle	Varying Exceptionality	10/16/13
O'Neil, Charles E. (W)	Hospital Homebound	Supported Varying Exceptionality	08/12/13
Russ, Rodney S. (B)	Title I Center	Language Arts	09/16/13
Saint Louis, Fritzpatrick S. (B)	Countryside High	Varying Exceptionality	08/12/13
Santarelli, Suzanne V. (W)	John Hopkins Middle	Language Arts	08/12/13
Schroeder, Raymond M. (W)	Dropout Prevention	Mathematics	08/12/13
Seraphin, Aisha N. (B)	Title I Center	Reading	0812/13

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### APPOINTMENTS OF ANNUAL CONTRACT

### (Continued)

NAME	COST CENTER	GRADE/SUBJECT	EFFECTIVE
Stafford-Freer, Darcy L. (W)	Communication Disorders	Speech Correction	08/20/13
Swartz, Sharon M. (W)	Communication Disorders	Speech Correction	09/03/13
Terry, Lynn S. (W)	Lealman Intermediate	Alternative Education	08/12/13
Turner, Brian A. (B)	Calvin Hunsinger	Emotional/Behavior Disorder	08/12/13
Vickers, Cynthia (W)	John Hopkins Middle	Language Arts	09/16/13

### TRANSFERS

NAME	FROM COST CENTER	TO COST CENTER	EFFECTIVE
Dennies, Takiyah W. (B)	Communication Disorders	Perkins Elementary	09/09/13
Haley, Patrick A. (W)	Shore Acres Elementary	Ridgecrest Elementary	09/18/13
Hamp, Christine A. (W)	Fitzgerald Middle	Dunedin High	09/09/13
Hartigan, Alexandria C. (W)	Calvin Hunsinger	Title I Center	08/12/13
Harting, Craig Q. (W)	Pinellas Park High	Pinellas Park Middle	09/09/13
Hogg, Trent N. (W)	Palm Harbor Middle	East Lake High	09/09/13
Holloway, Lynn S. (W)	Pre K-12 Curriculum	High School Education	07/01/13

TRANSFERS (Continued)			
NAME	FROM COST CENTER	TO COST CENTER	EFFECTIVE
Hurley, Jacqueline M. (W)	Bay Point Middle	Title I Center	08/12/13
Lowery, Denita L. (B)	Gibbs High	St. Petersburg High	09/18/13
Moser, Sandra R. (W)	Melrose Elementary	Diagnostic Services	09/30/13
Peterson, Scott D. (W)	Dunedin High	Northeast High	10/07/13
Stauffer, Kenneth J. (W)	Bay Point Middle	Clearwater High	09/10/13

#### CHANGE OF CONTRACT

NAME	COST CENTER	FROM	ТО	EFFECTIVE DATE
Littlewood, Christine M. (W)	Area 3 Exceptional Student Education	Full time contract	6/7 contract	09/16/13

# LEAVES OF ABSENCE

NAME	COST CENTER	REASON	EFFECTIVE
Applebaum, Scott M.	Palm Harbor University High	Illness/FMLA	08/12/13
Brown-Hammonds, Linda D.	Human Resources	Professional	08/12/13
Church, Hester W.	Elementary Mathematics	Maternity	09/16/13
Gist, Joyce K.	John Hopkins Middle	IIIness/FMLA	08/12/13
Hamm, Katie D.	Ridgecrest Elementary	Maternity/FMLA	09/16/13

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### LEAVES OF ABSENCE

### (Continued)

NAME	COST CENTER	REASON	EFFECTIVE
Hart, Barbara J.	Pinellas Park Elementary	Illness/FMLA	08/22/13
Howard, Molly S.	Safety Harbor Elementary	Illness/FMLA	09/23/13
Marquez-Arroyo, Cynthia	9-12 Mathematics	Illness	08/12/13
McLellan, Allison	Marjorie Kinnan Rawlings Elementary	Maternity/FMLA	09/16/13
McNatt, Betty C.	School Social Work/Full Service Schools	Illness	08/12/13
Moravick, Margo N.	Belleair Elementary	Maternity/FMLA	09/27/13
Munson, Shannon C.	Forest Lakes Elementary	Illness/FMLA	10/22/13
Parish, Jessika D.	Boca Ciega High	Illness/FMLA	09/11/13
Singh, Nicole G.	Azalea Middle	Maternity/FMLA	09/09/13
Sycz, Malgorzata A.	Countryside High	Maternity/FMLA	09/16/13
Tracy, Katie E.	East Lake High	Maternity/FMLA	08/12/13

# RETURN FROM LEAVE OF ABSENCE

NAME	COST CENTER	GRADE/SUBJECT	EFFECTIVE
Howell, Janice L.	Osceola Fundamental High	Varying Exceptionality	09/18/13

TERMINATIONS			
NAME	COST CENTER	REASON	EFFECTIVE
	<b>Resignations</b>		
Blackburn, Lauren (W)	Gibbs High	Moving	01/17/14
Brown, Tina L. (W)	Tarpon Springs Middle	Family responsibilities	09/23/13
Carpenter, Elizabeth (W)	Dunedin Highland Middle	To accept another position	09/21/13
Christian, Karen A. (W)	Tyrone Middle	Family responsibilities	09/13/13
Davis, Kenneth C. (B)	Gibbs High	To accept another position	09/20/13
Fernandez-Cosme, Leandra (H)	Lakewood High	Family responsibilities	09/04/13
Hansar, Annette C. (W)	Lakewood Elementary	Personal	09/20/13
Irving, Christopher R. (W)	Pinellas Park High	Moving	10/01/13
Lackey, Daniel R. (W)	Dunedin High	To accept another position	09/20/13
Mizzi, Suzanne (W)	Azalea Middle	Health	09/16/13
Schneck, David H. (W)	John Hopkins Middle	Moving	09/13/13
Sterner, Jean A. (W)	Meadowlawn Middle	To continue education	09/20/13
Stiglitz, Molly T. (W)	Tyrone Middle	Probationary Employee Resignation	09/27/13

TERMINATIONS (Continued)			
NAME	COST CENTER	REASON	EFFECTIVE
	<u>Retirements</u>		
Davis, Nanette B. (W)	Boca Ciega High	Normal Retirement	01/31/14
Dean, Dawn A. (W)	Walsingham Elementary	Retirement from DROP	09/20/13
Palmer, Martha C. (W)	Northeast High	Retirement from DROP	10/01/13
Rice, Barbara W. (W)	Lynch Elementary	Retirement from DROP	09/13/13
Roberts, Margaret G. (W)	Dixie Hollins Adult Education Center	Retirement from DROP	10/04/13
	NT TO CONTRACTED SEF	RVICES EMPLOYEES	
Funding Source: Adult	Education Education Post Secondary	/	
	resent GED 2014 Math strat		
Mayefsk	y, Adam R	09/03/13 - 10/31/13	\$780.00
Funding Source: All oth	ers (Schools) / Operating		
<i>Meadowlawn Midd</i> Mentoring prine	-		
Andrews	, Joann B	08/01/13 - 06/30/14	\$5,000.00
Funding Source: Center	for the Gifted		
•	Fundamental Middle		
Magnet coordii Barnitz, I	nator Megan D	09/03/13 - 06/06/14	\$1,742.00

Attachment: Oct 22 2013 FINAL HR Board Agenda Sets A & B (4283 : Request Approval of Personnel Recommendations)

PAYMENT TO CONTRACTED SERVICES EMPLOYEES (Continued)				
`				
Funding Source: District Provided School Dis	SUIGL			
Gifted & Able Learners	ifted Studente			
Education of Special Populations of G Baynard, Sally P	08/26/13 - 02/17/14	\$1,600.00		
O'steen, Barbara F	08/26/13 - 02/17/14	\$1,600.00 \$1,600.00		
		<i><b>Q</b></i> 1,000100		
Funding Source: English Literacy & Civic Eng	glish Literacy			
Career Tech Adult Ed Post Sec				
Provide students with career exploration develop a career plan	on and help them			
Madrinan, Stephanie K	09/09/13 - 06/30/14	\$3,042.00		
Funding Source: FACE IT Program				
Prevention Office				
Spanish translator for FACE IT				
Perez-Russo, Raquel	09/02/13 - 06/30/14	\$4,000.00		
Facilitating for FACE IT				
Zollo, Angela K	09/02/13 - 06/30/14	\$5,000.00		
Funding Source: Internal School Funds				
Boca Ciega High				
Assist with music at band camp				
Benoit, Robin B	08/01/13 - 08/31/13	\$201.50		
Harris, Steven	08/01/13 - 08/31/13	\$416.00		
Osceola Fundamental High				
Supervise marching band				
Green, Roger C	09/03/13 - 11/07/13	\$1,600.00		
PAYMENT TO CONTRACTED SERVICES EMPLOYEES				
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(Continued	(Continued)			
Funding Source: Internal School Funds (Contin	ued)			
Palm Harbor University High				
Marching band instructor				
Davison, Alvaro Donald	08/05/13 - 12/01/13	\$1,000.00		
Colorguard instructor	Colorguard instructor			
Ehlers, Jeremy L	08/05/13 - 12/01/13	\$2,223.00		
Accompany fall production and rehearsa	als			
Tagliarini, David F	10/01/13 - 11/30/13	\$650.00		
Funding Source: PreK-12 Physical Education / Driver Education				
Professional Development				
Facilitation of district new teacher orienta and IPI data collection	ation			
Brody, Holly A Funding Source: Private Schools	09/09/13 - 06/30/14	\$5,000.00		
Private School ESE				
Speech Therapy at a private school loca	tion			
Guido, Frances H	10/01/13 - 05/29/14	\$5,024.50		
Hohl, Laura S	10/02/13 - 05/28/14	\$3,510.00		
Richman, Eileen K	10/02/13 - 05/28/14	\$3,510.00		
Funding Source: Referendum Secondary Reading				
Secondary Lang. Arts & Reading				
Bayside High Curriculum Specialist				
Ragland, Nancy E	07/01/13 - 06/30/14	\$13,500.00		

PAYMENT TO CONTRACTED SERVICES EMPLOYEES		
(Continue)	d)	
Funding Source: School Shared Leases		
John Hopkins Middle		
Teaching and coaching Saturday School		
Andrews, Florencina D	09/14/13 - 05/31/13	\$162.50
Jackson, Debra R	09/13/13 - 05/31/13	\$162.50
Lester, Leander A	09/13/13 - 05/31/13	\$162.50
Lynch, Claire N	09/14/13 - 05/31/13	\$162.50
Memmer, Jason A	09/14/13 - 05/31/13	\$162.50

## SUBSTITUTE APPOINTMENTS

It is recommended that the persons named on this list be appointed as substitute teachers. Their names are submitted with the understanding that they will comply with all regulations of the State Department of Education and the School Board of Pinellas County, Florida, pertaining to substitute teachers.

NAME	NAME
Bassant, Connie A	Blanc, Terry L
Dunton, Matthew A	Erukulla, Neetha M
Gallers, Angelle T	Gariano, Terence C
Gillett, James P	Green, Jessica L
Grizzle, Lorraine E	Hansar, Annette C
Hayes, Ashley N	Hearn, Donna W
Hicks, Angela L	Hill, Patricia N
Honey, Sarah M	Hyland, Countney Q
Johnson, Charles R	Kubus, Joceynn V
Mussen, Herbert T	

# SUBSTITUTE APPOINTMENTS

# (Continued)

It is recommended that the persons named on this list be appointed as substitute teachers. Their names are submitted with the understanding that they will comply with all regulations of the State Department of Education and the School Board of Pinellas County, Florida, pertaining to substitute teachers.

NAME	NAME
Law, Donna M	Norman, Shanon M
Neverline, David L	Panagiotouros, Fotini G
Oliverrothenberger, Andrea E	Schaffer, Jennifer A
Penwell, Hallie R	Shaw, Jarred D
Schwartz, Cheryl	Shirley, Leah S
Shepherd, Erica C	Song, Sue G
Somarriba-Lanzas, Jovanka W	Speer, Julanne K
Stewart, Gregory B	Taylor, Carol Y
Stiglitz, Molly T	Tayser, Justin H
Wood II, Jesse I	Tomovich, Merianne

## EXTENDED LEARNING PROGRAM

COST CENTER

Adams, Susan C	Lake St. George Elementary
Bennett, Marion P	Largo High
Berenbaum, Matthew James	Bardmoor Elementary
Borresen, Keir C	Clearwater High
Cinelli, Jennifer	Bear Creek Elementary
Coovert, Pamela B	Dunedin High
Crowder-Neri, Louise	Cross Bayou Elementary
Dayes, Brittany N	Leila Davis Elementary
Duke, Bethany L	James B. Sanderlin Pk-8
Eberts, John J	Dunedin High
Fulle, Bonnie L	Southern Oak Elementary

NAME

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EXTENDED LEARNING PROGRAM	
(Continued)	

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NAME

COST CENTER

	<b>-</b>
Heinrich, Lesley T	Clearwater High
Henderson, Khristin C	Bay Point Elementary
Hipple, Maryanne R	Clearwater High
Johnson, Earnest	Skyview Elementary
Kampouris, Greta K	Ozona Elementary
Lynch, Tracie Ann	Lake St. George Elementary
McCoy, Dawn C	Lake St. George Elementary
Orecchio, Jennifer Lynne	Eisenhower Elementary
Pepper, Diana L	Gibbs High School
Plouf, Amy S	Bay Point Elementary
Spilker, Christine S	Ozona Elementary
Steffen, Sarah A	Oldsmar Elementary
Stewart-Tur, Margaret	Frontier Elementary
Wolf, Lynn M	Bay Point Elementary

# PART-TIME HOURLY

COST CENTER

Apfelbaum, Liliana B	Eisenhower Elementary
Barclay, Henry	PTEC/St Petersburg
Bauerlein, Debra M	Gulfport Elementary
Burgett, Anna J	Mount Vernon Elementary
Crum, Tenise R	PTEC/St Petersburg
Fazekas, Brian Mark	PTEC/St Petersburg
Feaster, Kimberly Diane	Blanton Elementary
Hall, Anne Louise	Melrose Elementary
Hardt, Virginia Frances	Gulfport Elementary
Hemmel, Kristine B	Bear Creek Elementary
Hooper, Cathy D	Seminole Elementary
Kittell, William	PTEC/St Petersburg
Medina, Maxine Adria	Woodlawn Elementary

10.2.a

PART-TIME HOURLY		
(Continued)		
NAME COST CENTER		

Pfeiffer, Raeann	Bardmoor Elementary
Rowe, Sharon D	Northwest Elementary
Ruegger, Larry V	PTEC/Clearwater
Scott, Keith J	Northeast Community
Smith, Martha Ann	PTEC/St Petersburg
Van Schaik, Harold Marinus	Gibbs High School

# TEACHER OUT-OF-FIELD

The following teacher is teaching one or more courses not covered by Florida teaching certificates. School Board approval is necessary in order that teachers may be considered as "qualified instructional personnel" under State Board Rule 6A-1.0503, which reads in part as follows: "A qualified instructional staff member who holds a valid Florida educator's certificate with coverage other than that deemed appropriate by subsection (1), and has been approved by the School Board to teach out-of-field."

COST CENTER	NAME	SUBJECT
Gibbs High	Haynes, Letitia	Mathematics Grades 6-12

14

10.2.a

# TEACHERS OUT-OF-FIELD for ESOL

The following teachers are teaching English for Speakers of Other Languages (ESOL) not covered by Florida teaching certificates. School Board approval is necessary in order that teachers may be considered as "qualified instructional personnel" under State Board Rule 6A-1.0503, which reads in part as follows: "A qualified instructional staff member who holds a valid Florida educator's certificate with coverage other than that deemed appropriate by subsection (1), and has been approved by the School Board to teach out-of-field."

COST CENTER	NAME
Clearwater High	Larson, Steffan R.
Countryside High	Springer, Michael K.
Eisenhower Elementary	Chandler, Barbara E.
Forest Lakes Elementary	Rogers, Leslie M.
Gibbs High	Cotton, Jennifer E.
Gulfport Elementary	Roach, Laura C.
High Point Elementary	Lopez, Daniel V.
John Hopkins Middle	Vickers, Cynthia
New Heights Elementary	Zamora, Jennifer
Northwest Elementary	Byard, Vanessa R.
Orange Grove Elementary	Fanning, Christine A.
Pinellas Central Elementary	Dupaul, Ellen E.

# Recommendation of Superintendent on Instructional Personnel October 22, 2013 2013/2014 School Year

# TEACHERS OUT-OF-FIELD for ESOL

(Continued)

COST CENTER	NAME
Sexton Elementary	Hedberg, Cynthia A.
Walsingham/Southern Oak Elementary	Nieves, Angela D.
Woodlawn Elementary	Boulanger, Allison J.
	Cotton, Jennifer E.
	Jacobs, Tarek J.
	Russ, Rodney S.

APPROVED:

Michael A. Grego, Ed.D. Superintendent of Schools

			Set B
MEMORAN	IDUM	October 2	22, 2013
TO:	MEMBERS OF THE SCHOOL BOARD OF PINELLAS CO	UNTY	
FROM:	MICHAEL A. GREGO, Ed.D., SUPERINTENDENT		
SUBJECT:	Recommendation of Superintendent on Personnel – 2013/2	2014	
The followin	g personnel matters are submitted to you for your approval:		Page
http://www.p	inellas.k12.fl.us/hr/JobDescriptions.html		
Supporting S	Services		
Appointmen	ts	12	1
Part Time A	ppointments	20	1-3
Substitute A	ppointments	35	3
Status Char	iges	68	4-10
Job Change	S	10	10-11
Cost Center	Changes	31	11-12
Returns fror	n Leave of Absence	4	13
Leaves of A	bsence	8	13
Termination			
Job Abano		1	14
Resignatio		18	14
Retiremen Adjustment	เธ	5	15
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DROP = Deferred Retirement Option Program ESE = Exceptional Student Education ESOL = English for Speakers of Other Languages FS = Food Services FT = Full Time IDEA B = Individuals with Disabilities Education Act PT = Part Time

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### RECOMMENDATION OF SUPERINTENDENT ON SUPPORT PERSONNEL

### 2013-2014

October 22, 2013

### APPOINTMENTS

NAME OF EMPLOYEE	COST CENTER	POSITION	EFFECTIVE
Boyd, Erin M. (W)	Tarpon Springs Middle	ESE Associate	09/16/13
Escudero, Marlene M. (H)	Lake St. George Elementary	Teacher Assistant	09/16/13
Hall, Rosemary (H)	Tyrone Middle	Bilingual Assistant I	09/16/13
House, Margaret A. (B)	Fairmount Park Elementary	ESE Associate	09/23/13
McMillian, Shantell A. (B)	Bayside High	ESE Associate	09/16/13
Morgan, Amy I. (W)	Cross Bayou Elementary	ESE Associate	09/16/13
Noble, Nathan D. (W)	Woodlawn Elementary	ESE Associate	09/16/13
Ortiz Figueroa, Lymari S. (H)	Northeast High	Bilingual Assistant I	09/16/13
Osorio, Diana M. (H)	Ponce de Leon Elementary	ESE Associate	09/16/13
Ottinger, Amanda B. (W)	Bardmoor Elementary	ESE Associate	09/23/13
Skeens, Nancy J. (W)	Osceola Middle	ESE Associate	09/16/13
Thompson, Ginger W. (W)	Bauder Elementary	Physical Education Assistant	09/16/13

# PART-TIME APPOINTMENTS

NAME OF EMPLOYEE	COST CENTER	POSITION	EFFECTIVE
Brittin, Cindy L. (W)	Belleair Elementary	School Office Clerk I	09/23/13

PART-TIME APPOINTMENTS (Continued)			
NAME OF EMPLOYEE	COST CENTER	POSITION	EFFECTIVE
Chambers, Janice R. (W)	Advanced Studies /Academic Excellence	College Co-op Temp	09/23/13
Dennis, Tonya A. (B)	Gulfport Elementary	ESE Associate	09/23/13
Gibson, Kathleen A. (W)	Pre K-12 Extra Curricular Student Activities	Athletic Events Staff Temp	09/23/13
Gregoire, Marianne (W)	Boca Ciega High	Clerical Assistant	09/23/13
Harding, Pamela D. (B)	Lakewood High	Family & Community Liaison	09/16/13
Healy, Dawn J. (W)	Bauder Elementary	ESE Associate	09/16/13
Izquierdo, Lissette (H)	Tarpon Springs Fundamental Elementary	Family & Community Liaison	09/23/13
Kusek, Danielle M. (W)	James B. Sanderlin PK-8	Clerical Assistant	09/16/13
Loai, Danh K. (A)	Advanced Studies /Academic Excellence	College Co-op Temp	09/03/13
Loai, Linh K. (A)	Advanced Studies /Academic Excellence	College Co-op Temp	09/03/13
McCabe, Jerusha A. (W)	Mount Vernon Elementary	Family & Community Liaison	09/23/13
Munoz, Karina L. (H)	Advanced Studies /Academic Excellence	College Co-op Temp	09/23/13
Pupuleku, Florinda (W)	Countryside High	Student Temp	09/16/13
Rojas, Raquel A. (H)	Advanced Studies /Academic Excellence	College Co-op Temp	09/23/13
Snider, Bonnie L. (W)	Pre K-12 Extra Curricular Student Activities	Athletic Events Staff Temp	09/17/13

10.2.a

PART-TIME APPOINTMENTS (Continued)			
NAME OF EMPLOYEE	COST CENTER	POSITION	EFFECTIVE
Stephens Jr., Elvert L. (B)	Campbell Park Elementary	Family & Community Liaison	09/16/13
Wallace, Kristina L. (W)	Cross Bayou Elementary	Family & Community Liaison	09/16/13
White, Heidi R. (W)	Northeast High	Clerical Assistant	09/23/13
Willey, Michael A. (W)	Advanced Studies /Academic Excellence	College Co-op Temp	09/23/13

# SUBSTITUTE APPOINTMENTS

NAME	NAME	NAME	
<u>C</u>	ountywide Food Service Assista	<u>nts</u>	
Baynard, Emma L. Bolis, Sohair T. Dickson, Vicky L. Gordon, Jasmine S. Jones, Euonda M. MacDonald, Kyle C. McCrae, Phadra L. Olmstead, Jennifer M. Sunseri, Rebecca M.	Beineke, Vanessa K. Corbett, Susan B. El Moutii, Mouna Guyton, Sierra S. Leonard, Anne C. MacIntyre, Maranda M. Merchant, Deborah J. Parnofiello, Michelle L. Wallace, Karen L.	Belanger, Marie A. Cruz Rivera, Angel D. Gavaghan, Kristie A. Hicks, Theresa A. Little, Nieves M. Marcial, Sandra K. Munoz, Dora P. Reeves, Judith A. Waye, Danielle N.	
	Countywide Assistants/Clerical		
Bertram, Jamie L.	Erskin, Colby M.	Sintes, Carol L.	
Countywide Plant Operators			
Bajkowsky, Gary G. Marku, Mark	Bourassa, David R. Petty, James M.	Hart, Aston L.	

STATUS CHANGES			
NAME OF EMPLOYEE	FROM POSITION/COST CENTER	TO POSITION/COST CENTER	EFFECTIVE
Attia, Sahar W.	ESE Associate Carwise Middle	Teacher Assistant Tarpon Springs Elementary	09/30/13
Babic, Jelena	ESE Associate FT Oakhurst Elementary	Classroom Assistant Substitute Human Resources	08/12/13
Bernard, Matthew A.	Bus Driver FT Temp Transportation	Bus Driver FT Transportation	10/01/13
Bissonnette, Rebecca	Teacher, Mathematics, Boca Ciega High	9-12 Mathematics Specialist	10/23/13
Bottom, Michael A.	Bus Driver FT Temp Transportation	Bus Driver FT Transportation	10/01/13
Banoub, Kathren N.	Food Service Assistant Substitute Food Services	Food Service Assistant PT Palm Harbor University High	09/23/13
Cahilig, Sandy L.	Classroom Assistant Substitute Human Resources	ESE Associate FT Lakeview Fundamental Elementary	09/30/13
Conciatori, Kristen A.	Teacher Substitute Human Resources	ESE Associate FT Cypress Woods Elementary	09/27/13
Curtis, Jeffrey P.	Bus Driver FT Temp Transportation	Bus Driver FT Transportation	10/01/13
D'Amico, Richard B.	Bus Driver FT Temp Transportation	Bus Driver FT Transportation	10/01/13
Daniels, Dala C.	Teacher Assistant FT Plumb Elementary	Teacher Assistant PT Plumb Elementary	09/04/13

STATUS CHANGES (Continued)			
NAME OF EMPLOYEE	FROM POSITION/COST CENTER	TO POSITION/COST CENTER	EFFECTIVE
Dennis, Sabrina M.	Bus Driver FT Temp Transportation	Bus Driver FT Transportation	10/01/13
Eash, Margaret E.	Clerical Assistant PT Temp Clearwater Fundamental Middle	ESE Associate PT Clearwater Fundamental Middle	09/18/13
Endicott, Tammy S.	Food Service Assistant PT Fuguitt Elementary	Classroom Assistant Substitute Human Resources	09/10/13
Ercolino, Ralph J.	Bus Driver FT Temp Transportation	Bus Driver FT Transportation	10/01/13
Evans, Pamela D.	Food Service Assistant PT Sandy Lane Elementary	Food Service Assistant FT Sandy Lane Elementary	09/23/13
Figueroa Barreto, Daisy Y.	Bus Driver FT Temp Transportation	Bus Driver FT Transportation	10/01/13
Fix, Rebecca L.	Food Service Manager I Bayside High	Food Service Manager II Ozona Elementary	09/30/13
Guirguis, Mary B.	ESE Associate PT Temp Leila Davis Elementary	Classroom Assistant Substitute Human Resources	09/24/13
Gulley Sr., Dequrez	Bus Driver FT Temp Transportation	Bus Driver FT Transportation	10/01/13
Greenman, Diane M.	Night Foreman III Fitzgerald Middle	Head Plant Operator II Sanders Exceptional	09/23/13
Halstead, Helene E.	Food Service Assistant Substitute Food Services	Food Service Assistant PT Palm Harbor University High	09/23/13

STATUS CHANGES (Continued)			
NAME OF EMPLOYEE	FROM POSITION/COST CENTER	TO POSITION/COST CENTER	EFFECTIVE
Hauge, Patricia	Bus Driver FT Temp Transportation	Bus Driver FT Transportation	10/01/13
Hicks, Patricia L.	Secretary I Career Tech Adult Ed Post Secondary	Clerk Specialist I Health Sciences Education	09/23/13
Hussar, Jane J.	Family & Community Liaison PT Countryside High	School Office Clerk II FT Countryside High	08/12/13
Jennings, Bonnie B.	School Office Clerk I FT Maximo Elementary	School Office Clerk I PT Maximo Elementary	08/12/13
Jennings, Jo A.	Food Service Assistant Substitute Food Services	Food Service Assistant FT WPSC Production	09/23/13
Jesionowski, Dorothy A.	Food Service Assistant Substitute Food Services	Food Service Assistant PT Skycrest Elementary	09/23/13
Jones, Valerie R.	Classroom Assistant Substitute Human Resources	Clerical Assistant PT Doug Jamerson Elementary	09/03/13
Kenny Seaman, Donna M.	Food Service Assistant PT Largo Middle	Food Service Assistant FT Largo Middle	09/23/13
Kish, Susan L.	Food Service Assistant Substitute Food Services	Food Service Assistant FT WPSC Production	09/23/13
Lashbrook, Heather D.	ESE Associate FT Temp Ozona Elementary	Classroom Assistant Substitute Human Resources	09/17/13
Lauriano, Judylynne	Food Service Assistant Substitute Food Services	Food Service Assistant FT Belleair Elementary	09/23/13

STATUS CHANGES (Continued)			
NAME OF EMPLOYEE	FROM POSITION/COST CENTER	TO POSITION/COST CENTER	EFFECTIVE
Lewis, Charles T.	ESE Associate Calvin Hunsinger	Campus Activities Monitor Palm Harbor University High	09/09/13
Livingston, Cortez A.	Bus Driver FT Temp Transportation	Bus Driver FT Transportation	10/01/13
Maguire, Edward K.	Bus Driver FT Temp Transportation	Bus Driver FT Transportation	10/01/13
Mailles, Annette A.	Bus Driver FT Temp Transportation	Bus Driver FT Transportation	10/01/13
Maldonado, Kristin T.	Food Service Assistant Substitute Food Services	Food Service Assistant PT Bardmoor Elementary	09/23/13
Mattis, Elena N.	Teacher Hourly Other Curlew Creek Elementary	ESE Associate FT Eisenhower Elementary	09/19/13
McCullough, David J.	Plant Operator Doug Jamerson Elementary	Night Foreman III Fitzgerald Middle	09/30/13
McPhillips, Renee	Bus Driver FT Temp Transportation	Bus Driver FT Transportation	10/01/13
Morris, Liz P.	Group Leader Child Care Program East Lake High	Child Development Associate Lealman Avenue Elementary	09/16/13
Murphy, Mary B.	Food Service Assistant Substitute Food Services	ESE Associate FT Anona Elementary	09/24/13
O'Neill Jr., Carl E.	Bus Driver FT Temp Transportation	Bus Driver FT Transportation	10/01/13

STATUS CHANGES (Continued)			
NAME OF EMPLOYEE	FROM POSITION/COST CENTER	TO POSITION/COST CENTER	EFFECTIVE
Packard, Lisa M.	Clerk Specialist I Health Sciences Education	Clerk Specialist II Career Tech Adult Ed Post Secondary	09/23/13
Paulk, Dawn M.	Food Service Assistant Substitute Food Services	Food Service Assistant PT Bardmoor Elementary	09/23/13
Pham, Huyen T.	Food Service Assistant Substitute Food Services	Food Service Assistant PT Osceola Middle	09/23/13
Popilek, Mary E.	ESE Associate FT New Heights Elementary	Classroom Assistant Substitute Human Resources	09/19/13
Rallo, Anita T.	ESE Associate PT Cypress Woods Elementary	ESE Associate FT Clearwater Fundamental Middle	09/26/13
Rich, Cortez A.	ESE Associate Sawgrass Lake Elementary	Technology Technician Dunedin Elementary	10/09/13
Rios, Ana M.	Bus Driver FT Temp Transportation	Bus Driver FT Transportation	10/01/13
Sadenwater, Christy L.	Food Service Assistant Substitute Food Services	Food Service Assistant PT Seminole High	09/23/13
Santos, Cheryl A .	Food Service Assistant Substitute Food Services	Food Service Assistant FT WPSC Production	09/23/13
Sawyer, Franklin H.	Food Service Assistant Substitute Food Services	Food Service Assistant FT WPSC Production	09/09/13

STATUS CHANGES (Continued)			
NAME OF EMPLOYEE	FROM POSITION/COST CENTER	TO POSITION/COST CENTER	EFFECTIVE
Scheidell, Becky A.	Bus Driver FT Temp Transportation	Bus Driver FT Transportation	10/01/13
Southworth, Judith A.	School Bookkeeper II East Lake High	Auditor Auditing & Property Records	10/07/13
Spangler, Lisa S.	Bus Driver FT Temp Transportation	Bus Driver FT Transportation	10/01/13
Spicer, Christopher J.	Groundskeeper II Clearwater High	Plant Operator Dunedin Highland Middle	09/30/13
Thomas, Celeste H.	Guidance Counselor Middle Fitzgerald Middle	Assistant Manager Alpha Program Dropout Prevention	10/14/13
Troche, Noemi	Food Service Assistant Substitute Food Services	Food Service Assistant PT Bardmoor Elementary	09/23/13
Vannorman, Debra L.	Bus Driver FT Temp Transportation	Bus Driver FT Transportation	10/01/13
Voelker, Jefffrey	Food Service Assistant Substitute Food Services	Food Service Assistant PT Frontier Elementary	09/23/13
Wade, Janet M.	School Office Clerk I FT Pinellas Central Elementary	School Office Clerk I PT Pinellas Central Elementary	08/12/13
Walton, Nicole	Bus Driver FT Temp Transportation	Bus Driver FT Transportation	10/01/13
Williams, Bree C.	Food Service Assistant Substitute Food Services	Food Service Assistant PT Melrose Elementary	09/23/13

STATUS CHANGES (Continued)			
NAME OF EMPLOYEE	FROM POSITION/COST CENTER	TO POSITION/COST CENTER	EFFECTIVE
Williams, Kurtisha L.	Food Service Assistant Substitute Food Services	Food Service Assistant PT Lakewood Elementary	09/23/13
Wyche, Jarquez L.	ESE Associate FT Thurgood Marshall Fundamental Middle	Plant Operator Substitute Human Resources	08/12/13
Young, Bertha L.	Food Service Assistant Substitute Food Services	Food Service Assistant PT Boca Ciega High	09/23/13

### JOB CHANGES ONLY

NAME OF EMPLOYEE	FROM	ТО	EFFECTIVE	
Conley, Annie R.	Food Service Assistant Van Driver	Food Service Assistant	09/23/13	
Demasi, Christine A.	Teacher Assistant	ESE Associate	09/18/13	
Ferrell, Cedric A.	ESE Associate	Teacher Assistant	09/03/13	
Johnson, Deborah L.	Food Service Assistant Van Driver	Food Service Assistant	09/23/13	
Joy, Laura A.	Clerical Assistant	School Office Clerk I	08/12/13	
Patton, Mary J.	ESE Associate	Family & Community Liaison	08/12/13	
Robinson, Tonya L.	Clerk Typist I	Teacher Assistant	08/12/13	
Rouse, Anna	School Office Clerk I	Teacher Assistant	08/12/13	
Sims, Jessica L.	ESE Associate	Teacher Assistant	09/23/13	

NAME OF EMPLOYEE	FROM	ТО	EFFECTIVE
Sumner, Sandra L.	Teacher Assistant	Data Management Technician	09/16/13
	COST CENTER CHANC	GES ONLY	
NAME OF EMPLOYEE	FROM	ТО	EFFECTIVE
Arnold, Gail H.	Pre K-12 Extra Curricular Student Activities	Sunset Hills Elementary	08/12/13
Bentley, Patrick T.	Meadowlawn Middle	Bay Point Middle	08/12/13
Brinson, Kyndall D.	OT-PT/Medicaid	Area 1 ESE	08/12/13
Chambers, Jovan R.	St. Petersburg High	Pinellas Central Elementary	08/12/13
Curvelo, Kristin C.	OT-PT/Medicaid	Area 2 ESE	08/12/13
Esker, Theresa A.	OT-PT/Medicaid	Area 3 ESE	08/12/13
Evans, Donna L.	OT-PT/Medicaid	Area 3 ESE	08/12/13
Evinger, Patricia B.	OT-PT/Medicaid	Area 3 ESE	08/12/13
Geisler, Victoria R.	OT-PT/Medicaid	Area 4 ESE	08/12/13
Henzel, Jennifer L.	OT-PT/Medicaid	Area 4 ESE	08/12/13
Hirvela, Dorothy E.	OT-PT/Medicaid	Area 1 ESE	07/29/13
Johnson, Genevieve L.	Pre K-12 Extra Curricular Student Activities	Plumb Elementary	08/12/13
Karwowski, Maria	OT-PT/Medicaid	Area 2 ESE	08/12/13
King, Christopher R.	Calvin Hunsinger	Stephens Exceptional Student Education	09/03/13

Center

JOB CHANGES ONLY (Continued)

(Continued)			
NAME OF EMPLOYEE	FROM	ТО	EFFECTIVE
Koenig, Linda R.	OT-PT/Medicaid	Area 3 ESE	08/12/13
Levey, Kelly N.	OT-PT/Medicaid	Area 3 ESE	08/12/13
Long, Kimberly L.	Seminole Middle	Fuguitt Elementary	08/12/13
Morris, Kerry T.	Northeast High	John Hopkins Middle	09/23/13
Overheul, Barbara A.	Ponce de Leon Elementary	Fairmount Park Elementary	10/16/13
Owens, Michelle L. V.	Sanders Exceptional	Palm Harbor University High	09/23/13
Ricottilli, Daniel P.	Food Services	Boca Ciega High	09/23/13
Schork, Mary A.	OT-PT/Medicaid	Area 3 ESE	08/12/13
Sharp, Mary E.	OT-PT/Medicaid	Area 3 ESE	08/12/13
Silva, Maryellen	OT-PT/Medicaid	Area 3 ESE	08/12/13
Stone, Lorraine K.	OT-PT/Medicaid	Area 4 ESE	08/12/13
Storrs, Anita L.	OT-PT/Medicaid	Area 4 ESE	08/12/13
Summers, Jessica A.	OT-PT/Medicaid	Area 2 ESE	08/12/13
Taylor, Janet L.	OT-PT/Medicaid	Area 4 ESE	08/12/13
Turbeville, Debralynn G.	OT-PT/Medicaid	Area 2 ESE	08/12/13
Watson, Debra S.	Food Services	Marjorie Kinnan Rawlings Elementary	09/09/13
Zeric, Ferida	Blanton Elementary	Dixie Hollins High	09/16/13

COST CENTER CHANGES ONLY

# RETURN FROM LEAVE OF ABSENCE

NAME OF EMPLOYEE	COST CENTER	REASON	EFFECTIVE
Eagan, Pamela S.	Sandy Lane Elementary	W/C Injury/Illness	09/18/13
Lane, Rhonda A.	Eisenhower Elementary	Illness	09/18/13
Morrissey, Jeanne M.	Frontier Elementary	Personal	09/16/13
Whitman, Julie A.	Marjorie Kinnan Rawlings Elementary	IIIness/FMLA	09/16/13

# LEAVES OF ABSENCE

NAME OF EMPLOYEE	COST CENTER	REASON	EFFECTIVE	
Hamilton, Julia A.	Dropout Prevention	Illness/FMLA	08/29/13	
Keller, Daniel I.	Eisenhower Elementary	W/C Injury/Illness	08/19/13	
Milano, Michael A.	Garrison Jones Elementary	IIIness/FMLA	08/26/13	
Resovsky, Brenda L.	Countryside High	IIIness/FMLA	09/04/13	
Schmidt, Elaine M.	pTEC/St Petersburg	Illness/FMLA	09/17/13	
Shackelford, Kharon R.	Calvin Hunsinger	Illness/FMLA	09/04/13	
Stewart, Walter H.	Countryside High	Illness	09/03/13	
Torres Miranda, Edwin	Largo Middle	Personal	09/16/13	

	TERMINATION	IS	
NAME OF EMPLOYEE	COST CENTER	REASON	EFFECTIVE
	Job Abandonm	ent	
Coleman, Shaanna T. (W)	New Heights Elementary	Job Abandonment	10/22/13
	Resignations	2	
Anderson, Brianna R. (B)	Dunedin Highland Middle	To accept another position	09/13/13
Cami, Vasil (W)	Transportation	Personal	09/12/13
Carlock, Jo Ann (W)	Transportation	Personal	09/12/13
Clyburn, Timothy A. (W)	Thurgood Marshall Fundamental Middle	Health	08/09/13
Colon, Omayra (H)	Transportation	Moving	09/20/13
Darnold, Jeffrey L. (W)	Northwest Elementary	To accept another position	09/13/13
Duran, Aura T. (H)	Shore Acres Elementary	To accept another position	08/13/13
Fregeau, Robert J. (W)	Transportation	Personal	09/19/13
Geissler, Jill E. (W)	Countryside High	Moving	09/26/13
Herron, Stephanie R. (W)	Carwise Middle	Moving	09/27/13
McCaulsky, Audrey K. (B)	New Heights Elementary	Personal	09/24/13
Neal, Malissa R. (B)	pTEC/Clearwater	Moving	09/27/13
Pease, Cheryl A. (W)	Brooker Creek Elementary	Personal	09/18/13
Posti, Amy L. (W)	Seminole Elementary	Moving	10/04/13
Richards, Chrisella T. (B)	Lakewood High	Probationary employee resignation	09/27/13

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TERMINATIONS (Continued)			
NAME OF EMPLOYEE	COST CENTER	REASON	EFFECTIVE
Smoot, Henry A. (W)	Technology Information Systems	To accept another position	09/20/13
Sokolowski, David M. (W)	Transportation	Personal	09/20/13
Washington, Angeleta D. (B)	Bayside High	Resigned under investigation	10/02/13
	Retirements	1	
Hernandez, Norma (H)	Palm Harbor Middle	Normal retirement	09/06/13
Kaiser, Laurel L. (W)	San Jose Elementary	Retirement from Investment Plan	09/17/13
Maurer, Karen C. (W)	Meadowlawn Middle	Early Retirement	08/27/13
Schoenstein, Robert A. (W)	Transportation	Retirement from Investment Plan	10/24/13
Schwebel, Marie E. (W)	Mount Vernon Elementary	Retirement from Investment Plan	09/12/13

APPROVED:

Michael A. Grego, Ed.D. Superintendent of Schools 10.2.a

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Largo, FL 33770

# Pinellas County Schools

### SCHEDULED



### **REQUEST FOR APPROVAL (ID # 4274)**

October 22, 2013

### TO: MEMBERS OF THE SCHOOL BOARD OF PINELLAS COUNTY

- FROM: MICHAEL A. GREGO, Ed.D., SUPERINTENDENT
- SUBJECT: Request Approval of the Administrative Appointment of the Executive Director, Exceptional Student Education

### BACKGROUND:

The Executive Director, Exceptional Student Education position is available due to the retirement of Cindy Bania effective October 16, 2013. This position was advertised for two weeks and thirteen applicants applied for the position. Superintendent's staff interviewed two applicants on October 3, 2013.

STRATEGIC DIRECTION: Effective and Efficient Use of Resources

### RECOMMENDATION:

Recommend the School Board approve the appointment of **Lisa Grant**, Director, Professional Development to Executive Director, Exceptional Student Education effective October 23, 2013. Salary and benefits shall be paid consistent with the district's compensation schedule for administrators.

### RATIONALE:

Lisa Grant began her career in education in 1993. She has served as an Assistant Principal, Maximo Elementary School (2002-2003); a Principal, Gulfport Elementary School (2003-2010); and currently serves as the Director, Professional Development (2010 to present). Ms. Grant's educational background also includes Activities Coordinator/Athletic Director (1993-1995), Assistant Principal (1995-1997), and Principal (1997-2002) in Washington.

Ms. Grant earned her bachelor's degree in Education - Special Education from Gonzaga University, her master's degree in Education Leadership and Policy Studies from the University of Washington, and her doctorate in Educational Leadership and Policy Studies from the University of South Florida.

### DATA SOURCE:

Pamela Moore, Associate Superintendent, Teaching and Learning Services

### SUBMITTED BY:

Ron Ciranna, J.D., Assistant Superintendent, Human Resources Services

Largo, FL 33770

# Pinellas County Schools

### SCHEDULED



### **REQUEST FOR APPROVAL (ID # 4275)**

October 22, 2013

### TO: MEMBERS OF THE SCHOOL BOARD OF PINELLAS COUNTY

FROM: MICHAEL A. GREGO, Ed.D., SUPERINTENDENT

SUBJECT: Request Approval of the Administrative Appointment of the Director, Application Support and Development

### **BACKGROUND:**

The Director, Application Support and Development position is available due to the resignation of Geoffrey Gale effective December 7, 2012. This position was advertised for two weeks and ten applicants applied for the position. Superintendent's staff interviewed two applicants on October 1, 2013.

STRATEGIC DIRECTION: Effective and Efficient Use of Resources

### RECOMMENDATION:

Recommend the School Board approve the appointment of **David DiLeonardo**, System Administrator to Director, Application Support and Development effective October 23, 2013. Salary and benefits shall be paid consistent with the district's compensation schedule for administrators.

### RATIONALE:

David DiLeonardo began his career in education in 1989. He has served as a Senior Construction Coordinator (1989-1991); a Financial Reporting Analyst (1992-1997); a Systems Analyst (1997-1999); a Senior Systems Analyst (1999-2001); a Network Systems Analyst (2001-2006); and currently serves as a Systems Administrator (2006 to present).

Mr. DiLeonardo earned his bachelor's degree in Computer and Information Science from Ohio State University.

### DATA SOURCE:

Norman Kelton, Assistant Superintendent, Technology and Information Services

### SUBMITTED BY:

Ron Ciranna, J.D., Assistant Superintendent, Human Resources Services

Largo, FL 33770

# Pinellas County Schools

### SCHEDULED



### **REQUEST FOR APPROVAL (ID # 4276)**

October 22, 2013

### TO: MEMBERS OF THE SCHOOL BOARD OF PINELLAS COUNTY

FROM: MICHAEL A. GREGO, Ed.D., SUPERINTENDENT

SUBJECT: Request Approval of the Administrative Appointment of the Director, Operations and User Support

### **BACKGROUND:**

The Director, Operations and User Support position is available due to the retirement of Robert Liles effective September 30, 2013. This position was advertised for two weeks and twenty-seven applicants applied for the position. Superintendent's staff interviewed one applicant on October 10, 2013.

STRATEGIC DIRECTION: Effective and Efficient Use of Resources

### **RECOMMENDATION**:

Recommend the School Board approve the appointment of **Michael T. McKillips**, Supervisor, Enterprise Application Systems to Director, Operations and User Support effective November 4, 2013. Salary and benefits shall be paid consistent with the district's compensation schedule for administrators.

### RATIONALE:

Michael McKillips has served as a Systems Engineer (1996-1998); a Networking Manager (1998-1999); a Director of Information Technology (1999-2005); a Manager, Information Technology (2005-2011) in Florida; and currently serves as a Supervisor, Enterprise Application Systems in Montana (2011 to present).

Mr. McKillips earned his bachelor's degree in Business Management from Eckerd College.

### DATA SOURCE:

Norman Kelton, Assistant Superintendent, Technology and Information Services

### SUBMITTED BY:

Ron Ciranna, J.D., Assistant Superintendent, Human Resources Services

Largo, FL 33770

# Pinellas County Schools

### SCHEDULED



### **REQUEST FOR APPROVAL (ID # 4277)**

October 22, 2013

### TO: MEMBERS OF THE SCHOOL BOARD OF PINELLAS COUNTY

FROM: MICHAEL A. GREGO, Ed.D., SUPERINTENDENT

SUBJECT: Request Approval of the Administrative Appointment of the Assistant Principal, Forest Lakes Elementary School

### BACKGROUND:

The Assistant Principal, Forest Lakes Elementary School position is available due to a change in assignment of Richard Knight effective September 25, 2013. This position was advertised for one week and seven applicants applied for the position. Superintendent's staff interviewed two applicants on October 4, 2013.

STRATEGIC DIRECTION: Effective and Efficient Use of Resources

### **RECOMMENDATION**:

Recommend the School Board approve the appointment of **Michael J. McHugh**, Assistant Principal of Student Affairs (Curriculum) to Assistant Principal, Forest Lakes Elementary School effective October 23, 2013. Salary and benefits shall be paid consistent with the district's compensation schedule for administrators.

### RATIONALE:

Michael McHugh began his career in education in 2003. He has served in Hillsborough County as a Classroom Teacher (2003-2008) at Mulrennan Middle School; an Assistant Principal of Student Affairs (Administrative) (2008-2009) at Webb Middle School; and currently serves as Assistant Principal of Student Affairs (Curriculum) at Webb Middle School (2009 to present).

Mr. McHugh earned his bachelor's degree in Science from Kent State University and his master's degree in Educational Leadership from the University of South Florida.

### DATA SOURCE:

Area Superintendent Principal, Forest Lakes Elementary School

<u>SUBMITTED BY</u>: Ron Ciranna, J.D., Assistant Superintendent, Human Resources Services

Largo, FL 33770

# Pinellas County Schools

### SCHEDULED



## **REQUEST FOR APPROVAL (ID # 4282)**

### October 22, 2013

TO: MEMBERS OF THE SCHOOL BOARD OF PINELLAS COUNTY

FROM: MICHAEL A. GREGO, Ed.D., SUPERINTENDENT

# SUBJECT: Request Approval to Revise the Following Job Descriptions Which Will Be Effective October 23, 2013

- Director, Core Systems and User Support to *Director, Operations and User Support* (ADM C09)
- Director, Professional Development (ADM C09)
- K-5 Mathematics Specialist (PTS E07)
- K-5 Science Specialist (PTS E07)
- K-12 Social Studies Specialist (PTS E07)
- 6-8 Mathematics Specialist (PTS E07)
- 6-8 Science Specialist (PTS E07)
- 9-12 Mathematics Specialist (PTS E07)
- 9-12 Science Specialist (PTS E07)
- 9-12 Language Arts Specialist (PTS E07)
- Early Childhood Education Specialist (PTS E07)
- Program Coordinator, Academic Computing (PTS E05)
- Program Coordinator, Instructional Materials (PTS E05)
- Charter Schools and Home Education Specialist to Senior Coordinator, Charter Schools and Home Education (PTS E05)

### BACKGROUND:

Human Resources Services is engaged in a continuing review of current employee job descriptions and, as appropriate, proposing new job descriptions, being mindful of Best Practices to accomplish the district's mission and goals. These revised job descriptions accurately reflect the minimum qualifications and/or better align the duties and requirements with actual job responsibilities and tasks and encourage a more comprehensively trained staff.

STRATEGIC DIRECTION/GOAL: Effective and Efficient Use of Resources

### ALTERNATIVES:

- 1. Approve the revisions of the job descriptions
- 2. Do not approve the revisions of the job descriptions

### **RECOMMENDATION:**

Alternative #1 is recommended

### RATIONALE:

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The Compensation Comprehensive Action Plan was designed to review, update and revise all job classifications. This will assure that Pinellas County School Board job descriptions reflect the updated titles, major functions, essential responsibilities, qualifications and pay grades, including who the individuals report to and supervise. This will eliminate the possibility of the duplication of efforts, define and delineate position roles and responsibilities.

# **IMPACT STATEMENT:**

No impact to funding

### DATA SOURCE:

Lori Matway, Associate Superintendent, Student and Community Support Services Pam Moore, Associate Superintendent, Teaching and Learning Norman Kelton, Assistant Superintendent, Technology and Information Systems Dot Clark, Director, Charter Schools and Home Education Lill McKendry, Compensation Analyst

<u>SUBMITTED BY:</u> Ron Ciranna, J.D., Assistant Superintendent, Human Resources Services

### ATTACHMENTS:

Job Descriptions Revised (PDF)

### PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB: 0063 Pay Grade: C<del>10</del> C09 FLSA: Exempt Administrative

# DIRECTOR, CORE SYSTEMS AND OPERATIONS AND USER SUPPORT

### REPORTS TO:

Assistant Superintendent, Technology and Information Systems

### SUPERVISES:

Assistant Director, User Support Assistant Director, Data Center and Infrastructure Systems Records Management Specialist

### **QUALIFICATIONS**:

Bachelor's degree from an accredited college or university in computer science, business, or a related area. Five (5) years experience managing centralized computing facilities and supporting end-user computing. Must show evidence of working knowledge of the principles of quality management or commit to begin training in the area of quality management within the first six (6) months of employment.

### MAJOR FUNCTION

Performs high-level administrative work to ensure that the <u>Management Technology and</u> Information Systems (<u>MIS</u>) (<u>TIS</u>) Department provides the comprehensive support for technology users, ensuring adequate computer resources are available, maintained, and supported. Directs the staff in methods and practices to achieve high levels of customer satisfaction and system availability.

### ESSENTIAL RESPONSIBILITIES

- Directs supervisory staff overseeing user support and core systems support
- Conducts project management for new technology initiatives that relate to customer service and applications
- Advances the mission of providing exemplary service for district technology users to <u>ie</u>nsure complete customer satisfaction
- Oversees the analysis, development, and updating of computer systems
- Monitors trends and impact of customer service needs and expectations
- Monitors and assesses capacities and directs the allocation of district technology resources to efficiently meet needs
- Solicits quality assurance input from technology customers
- Makes and implements decisions that address customer problems
- · Participates in development of software and hardware standards for customers
- Meets with sales representatives and technical staff on hardware and software advancements to
  provide high-quality technology tools for customers
- Directs the implementation of recommended updates and changes in hardware and software
- Assists with departmental budget preparation and participates in long-range planning sessions with other management\_level personnel
- Represents district interests and needs to vendors, user groups, and related entities
- Manages vendor contracts and relationships
- Creates customer relationships that support district strategic directions
- Performs other related work as required

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### DIRECTOR, CORE SYSTEMS AND OPERATIONS AND USER SUPPORT

### TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with the district's approved compensation plan. Length of the work year and hours of employment shall be established by the District.

Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

#### HISTORY OF JOB CLASSIFICATION

ISSUED: 2/94 DH; BOARD APPROVED: 4/13/94; REVISED MQ's: 10/98 PBL; BOARD APPROVED: 10/13/98; REVISED TITLE, PG, MQ: 1/08 BOARD APPROVED: 2/12/08; REVISED FORMAT, TITLE, QUALIFICATIONS, MF, ER, ADA, 7/13 LM; BOARD APPROVED:

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds	X				
2. Lift objects weighing 21 to 50 pounds	Х				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	x				
5. Carry objects weighing up to 20 pounds	X				
6. Carry objects weighing 21 to 50 pounds	X				
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time				Х	
10. Standing up to two hours at a time	x			~	
11. Standing for more than two hours at a time	X				
12. Stooping and bending	X				
13. Ability to reach and grasp objects	~			Х	
14. Manual dexterity or fine motor skills				Λ	x
15. Color vision, the ability to identify and distinguish colors				Х	~
16. Ability to communicate orally				~	x
17. Ability to hear					X
18. Pushing or pulling carts or other such objects	X				~
<ol> <li>Proofreading and checking documents for accuracy</li> </ol>	X				Ň
20. Using a computer to enter and transform words or data					X
21. Using various technology tools					X
					Х
22. Working in a normal office environment with few physical discomforts					Х
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	х				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	x				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	х				
26. Operating automobile, vehicle, or van	Х				
27. Other physical, mental or visual ability required by the job	х				

Director, Core Systems & Operations and User Support – ADM

10.7.a

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### PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB: Pay Grade: C09 FLSA: Exempt Administrative

### DIRECTOR, PROFESSIONAL DEVELOPMENT

### REPORTS TO:

Assistant Superintendent, Human Resources Services

### SUPERVISES:

Professional Development Specialist Senior Professional Development Coordinator Instructional Staff Support Staff

### **QUALIFICATIONS**:

Master's degree from an accredited college or university in Educational Leadership, Business Administration, Human Resources, Public Administration, or related field; or Bachelor's Degree in Business Administration, Human Resources, or related field and three (3) years related administrative experience. Demonstrated increasingly more responsibilities in the technical and administrative personnel management realm within a large district/business. Must show evidence of working knowledge of the principles of quality management or commit to begin training in the area of quality management within the first six (6) months of employment.

#### PREFERRED:

Experience as a school-based administrator with strong background in Human Resources. Designation of Society of Human Resources Management (SHRM), Professional in Human Resources (PHR), Senior Professional in Human Resources (SPHR), or Certified Compensation Professional (CCP).

### MAJOR FUNCTION

Responsible for administrative and supervisory functions in all areas of professional development of all employee groups in order to attract and retain a diverse, high-performing workforce.

### ESSENTIAL RESPONSIBILITIES

- Develops and implements the district's Master Inservice Plan and comprehensive recruitment and retention plan
- Develops and monitors the Professional Development System at the district- and school-level to be in compliance with the FLDOE Protocol for Professional Development
- Coordinates and advertises professional development opportunities for all employee groups
- Facilitates assessment and leadership development of potential and current administrators
- Gathers, analyzes, and reports data regarding the district's professional development and makes appropriate improvements
- Coordinates, implements, directs, and evaluates the district's Professional Development and Improvement Network (PDIN) program
- Partners with state, local, and community stakeholders including institutions of higher learning
- Coordinates, implements, directs, and evaluates the district's teacher induction program
- Coordinates and provides training for Clinical Education and site-based mentors
- Coordinates, implements, directs, and evaluates the district's Transition to Teaching program
- Partners with higher institutions and curriculum services to facilitate teacher intern placement
- Supervises, trains, and evaluates staff

ESSENTIAL RESPONSIBILITIES (Continued)
<ul> <li>Develops district's expectations for employees and designs a system to communicate expectations to all district employees.</li> </ul>
<ul> <li>Assists employees who do not meet performance expectations by identifying and coordinating available resources</li> </ul>
<ul> <li>Coordinates the development and training of the district's employee appraisal systems</li> </ul>
Designs and monitors the instructional professional development plan and leadership development plan
<ul> <li>Serves as district liaison with FLDOE regarding professional development responsibilities</li> <li>Assists administrators and supervisors with employee appraisals</li> </ul>
<ul> <li>Assists and supports administrators and supervisors who have identified employees who do not meet performance expectations</li> </ul>
<ul> <li>Maintains records of inservice points earned by employees for professional growth and for recertification</li> </ul>
Plans, coordinates, and delivers professional development for non-instructional employee groups

- Serves on community boards as requested
- Chairs committees as required
- Attends workshops or other appropriate training on related issues
- Represents Human Resources on screening and interview committees for administrative and P/T/S positions
- Performs other related duties as required

### **TERMS OF EMPLOYMENT**

Salary and benefits shall be paid consistent with the district's approved compensation plan. Length of the work year and hours of employment shall be established by the District.

Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

### HISTORY OF JOB CLASSIFICATION

ISSUED: 3/04 AK; BOARD APPROVED: 4/14/04; REVISED: D&R AND PQs 7/09 RAS; REVISED FORMAT, TITLE, MINIMUM QUALS, PREFERRED, MF, ER, ADA, 3/13 LM; BOARD APPROVED:

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		Х			
2. Lift objects weighing 21 to 50 pounds	х				
3. Lift objects weighing 51 to 100 pounds	Х				
4. Lift objects weighing more than 100 pounds	Х				
5. Carry objects weighing up to 20 pounds	Х				
6. Carry objects weighing 21 to 50 pounds	Х				
7. Carry objects weighing 51 to 100 pounds	Х				
8. Carry objects weighing 100 pounds or more	Х				
9. Standing up to one hour at a time				Х	
10. Standing up to two hours at a time	Х				
11. Standing for more than two hours at a time	Х				
12. Stooping and bending		Х			
13. Ability to reach and grasp objects				Х	
14. Manual dexterity or fine motor skills					Х
15. Color vision, the ability to identify and distinguish colors				Х	
16. Ability to communicate orally					Х
17. Ability to hear					Х
18. Pushing or pulling carts or other such objects	Х				
19. Proofreading and checking documents for accuracy					Х
20. Using a computer to enter and transform words or data					Х
21. Using various technology tools					Х
22. Working in a normal office environment with few physical discomforts					х
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	x				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	Х				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	x				
26. Operating automobile, vehicle, or van	Х				
27. Other physical, mental or visual ability required by the job	Х				

Director, Professional Development - ADM
# PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB: 8505 Pay Grade: E07 FLSA: Exempt PTS

# K-5 MATHEMATICS SPECIALIST

#### **REPORTS TO:**

Executive Director, Elementary Education

#### SUPERVISES:

Instructional Staff Support Staff

#### **QUALIFICATIONS**:

Bachelor's degree from an accredited college or university with <u>Florida</u> certification in <u>Elementary</u> <u>Education or a mathematic subject area.</u> Administration and Supervision, Educational Leadership, School Principal, Curriculum and Instruction, Mathematics, or an equivalent certification as defined by the Florida Department of Education. Five (5) years of related professional experience to include three (3) successful years of experience in teaching mathematics. Demonstrated organizational and communication skills.

#### PREFERRED:

Master's or doctoral degree in one or more math subjects or curriculum and instruction. Experience in educational administration/supervision, district-level curriculum development/writing, planning, and presenting training for teachers, and/or other training in literacy in the content area.

#### MAJOR FUNCTION

The K-5 Mathematics Specialist is responsible for the supervision of the elementary school curriculum, instruction, and assessment program in mathematics. This responsibility includes goal setting, researching, planning, organizing, coordinating, decision-making, communicating, and evaluating.

- Advocates, facilitates, and monitors the alignment of curriculum, instruction, and assessment improvement in the accomplishment of district mathematics goals
- Serves as consultant to teachers, principals, guidance personnel, central office staff, colleges and universities, professional organizations, and community groups
- Promotes, reviews, and communicates progress toward division goals
- Manages data collection and reporting functions in mathematics; uses data in decision making
- Represents K-5 mathematics on cross-functional teams
- Represents the district at state, regional, national, and international conferences on educational research and effective practices in the teaching of K-5 mathematics
- Serves as liaison with community groups, parents, colleges and universities, and other agencies
- Serves as a support for school instructional review
- Coordinates short- and long-term goal setting to support the District Strategic Plan, as well as the planning process and performance measures within the office, department, and division
- Evaluates and improves the planning process
- Communicates budget needs to the Teaching and Learning Services Team
- Solicits and listens to customer input from staff, schools, parents, and community
- Develops customer service standards for the K-5 mathematics office
- Continually evaluates and improves customer satisfaction processes
- Maintains an information system that supports the facilitation and monitoring of division goals and initiatives

#### **ESSENTIAL RESPONSIBILITIES (Continued)** Monitors and communicates trend, benchmark, and comparison data in the areas of curriculum, • instruction, assessment, and improvement in K-5 mathematics Assists school personnel in analyzing data for continuous improvement of student achievement in K-5 • mathematics Interprets impact of state legislation and state board rule on K-5 elementary school mathematics Collaborates with Technology and Information Systems; Assessment, Accountability, and Research; and schools to determine data needs and formats for classroom, school, and district analysis Coordinates professional training for K-5 mathematics teachers and administrators: provides training for all elementary teachers in using mathematics as learning strategies Encourages teachers involvement, empowerment, responsibility, and innovation in school improvement activities Collaborates to ensure the hiring, orientation, recognition, and career development of high-performing mathematics teachers Leads the research and development of curriculum, instruction, and assessment services, activities, and product development related to K-5 mathematics Assists schools in securing appropriate instructional materials Participates in School Improvement Plan reviews . Interprets and monitors for schools the school board curriculum policy regarding K-5 mathematics; • provides policy input Provides for the evaluation and improvement of K-5 mathematics programs Establishes and oversees annual budgets from various funding allocations to support K-5 mathematics Assists schools with articulation of the elementary mathematics program from grade to grade and • level to level Monitors the results of school improvement research and development in K-5 mathematics . Monitors current levels and trends in key measures regarding K-5 mathematics achievement, . including comparisons and benchmarks Contributes to Teaching and Learning Services Team accountability for results aligned to all district strategic directions Performs other related duties as required TERMS OF EMPLOYMENT Salary and benefits shall be paid consistent with the district's approved compensation plan. Length of the work year and hours of employment shall be established by the District. Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel. The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

# HISTORY OF JOB CLASSIFICATION

ISSUED: 3/82; FORMAT REVISED: 7/88; REVISED (MQ's): 10/98 PBL; BOARD APPROVED: 10/13/98; REVISED D&R, MQ's: 5/03 AK; BOARD APPROVED: 05/14/03; UPDATE DIVISION NAME: 1/06 AK; REVISED TITLE, D&R 6/10 LM; BOARD APPROVED: 8/10/11; REVISED FORMAT, SALARY SCHEDULE, TITLE, QUALS, MF, ADA 6/13 LM; BOARD APPROVED: 7/30/13; REVISED QUALS 8/13 LM; BOARD APPROVED:

Attachment: Job Descriptions Revised (4282 : Request Approval to Revise the Following Job Descriptions Which Will Be Effective October 23,

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		Х			
2. Lift objects weighing 21 to 50 pounds	Х				
3. Lift objects weighing 51 to 100 pounds	Х				
4. Lift objects weighing more than 100 pounds	Х				
5. Carry objects weighing up to 20 pounds		Х			
6. Carry objects weighing 21 to 50 pounds	Х				
7. Carry objects weighing 51 to 100 pounds	Х				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time				Х	
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	X				
12. Stooping and bending		Х			
13. Ability to reach and grasp objects				Х	
14. Manual dexterity or fine motor skills					Х
15. Color vision, the ability to identify and distinguish colors				Х	
16. Ability to communicate orally					Х
17. Ability to hear					Х
18. Pushing or pulling carts or other such objects	X				
19. Proofreading and checking documents for accuracy					Х
20. Using a computer to enter and transform words or data					X
21. Using various technology tools					X
22. Working in a normal office environment with few physical discomforts					X
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	x				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	Х				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	х				
26. Operating automobile, vehicle, or van		Х			
27. Other physical, mental or visual ability required by the job	Х				

K-5 Mathematics Specialist- PTS

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Attachment: Job Descriptions Revised (4282 : Request Approval to Revise the Following Job Descriptions Which Will Be Effective October 23

# PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB: 8511 Pay Grade: E07 FLSA: Exempt PTS

# K-5 SCIENCE SPECIALIST

#### **REPORTS TO:**

Executive Director, Elementary Education

#### SUPERVISES:

Instructional Staff Support Staff

#### **QUALIFICATIONS**:

<u>Bachelor's</u> degree from an accredited college or university with <u>Florida</u> certification in <u>Elementary</u> <u>Education or a science subject area</u> <u>Administration/ and Supervision, Educational Leadership, School</u> <u>Principal, Curriculum and Instruction, Science, or an equivalent certification as defined by the Florida</u> <u>Department of Education.</u> Five (5) years of related professional experience to include three (3) years of successful experience in teaching science. Demonstrated organizational and communication skills.

#### PREFERRED:

Master's or doctoral degree in one or more science subjects or curriculum and instruction. Experience in educational administration/supervision, district-level curriculum development/writing, planning and presenting training for teachers and/or other training in literacy in the content area.

# MAJOR FUNCTION

The K-5 Science Specialist is responsible for the supervision of the elementary school curriculum, instruction, and assessment program in science. This responsibility includes goal setting, researching, planning, organizing, coordinating, decision-making, communicating, and evaluating.

- Advocates, facilitates and monitors the alignment of curriculum, instruction, assessment, and improvement in the accomplishment of district science goals
- Serves as consultant to teachers, principals, guidance personnel, central office staff, colleges and universities, professional organizations, and community groups
- Promotes, reviews, and communicates progress toward division goals
- Manages data collection and reporting functions in science; uses data in decision-making
- Represents K-5 science on cross-functional teams
- Represents the district at state, regional, national, and international conferences on educational research and effective practices in the teaching of K-5 science
- Serves as liaison with community groups, parents, colleges and universities, and other agencies
- Serves as a support for school instructional reviews
- Coordinates short and long-term goal setting to support the District Strategic Plan, as well as the planning process and performance measures within the office, department, and division
- Evaluates and improves the planning process
- Communicates budget needs to the Teaching and Learning Services Team
- Solicits and listens to customer input from staff, schools, parents, and community
- Monitors customer satisfaction and dissatisfaction results regarding products, services, and transactions
- Develops customer service standards for the K-5 science office
- Continually evaluates and improves customer satisfaction processes

#### **ESSENTIAL RESPONSIBILITIES (Continued)** Maintains an information system that supports the facilitation and monitoring of division goals and • initiatives Monitors and communicates trend, benchmark, and comparison data in the areas of curriculum, • instruction, assessment, and improvement in K-5 science Assists school personnel in analyzing data for continuous improvement of student achievement in K-5 science Interprets impact of state legislation and state board rule on K-5 science • Collaborates with Technology and Information Systems: Assessment, Accountability, and Research: • and schools to determine data needs and formats for classroom, school, and district analysis Coordinates professional training for K-5 science teachers and administrators; provides training for all K-5 teachers in using science as learning strategies Encourages teachers' involvement, empowerment, responsibility, and innovation in school improvement activities Collaborates to ensure the hiring, orientation, recognition, and career development of high-performing science teachers Leads the research and development of curriculum, instruction, and assessment services, activities, and product development related to K-5 science Assists schools in securing appropriate instructional materials Participates in School Improvement Plan reviews Interprets and monitors for schools the school board curriculum policy regarding K-5 science; provides policy input Provides for the evaluation and improvement of K-5 science programs

- Establishes and oversees annual budgets from various funding allocations to support K-5\_science
- Assists teachers in creating classroom learning systems
- Assists schools with articulation of the K-5 science program from grade to grade and level to level
- Monitors the results of school improvement research and development in K-5\_science
- Monitors current levels and trends in key measures regarding K-5 science achievement, including comparisons and benchmarks
- Contributes to <u>Teaching and Learning Services accountability for results aligned to all district strategic directions</u>
- Performs other related duties as required

# **TERMS OF EMPLOYMENT**

Salary and benefits shall be paid consistent with the district's approved compensation plan. Length of the work year and hours of employment shall be established by the District.

Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

# HISTORY OF JOB CLASSIFICATION

ISSUED: 5/03 AK: BOARD APPROVED: 5/14/03; UPDATE DIVISION NAME: 1/06 AK; REVISE TITLE, MF: 5/07 AK; BOARD APPROVED: 6/12/07; REVISED TITLE. D&R, MQ's: 6/10 LM; BOARD APPROVED: 8/10/10; REVISED FORMAT, SALARY SCHEDULE, TITLE, QUALS, PREFERRED, MF, ER, ADA, 6/13 LM; BOARD APPROVED: 7/30/13; REVISED QUALS 8/13 LM; BOARD APPROVED:

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		Х			
2. Lift objects weighing 21 to 50 pounds	Х				
3. Lift objects weighing 51 to 100 pounds	Х				
<ol> <li>Lift objects weighing more than 100 pounds</li> </ol>	Х				
<ol><li>Carry objects weighing up to 20 pounds</li></ol>		Х			
<ol><li>Carry objects weighing 21 to 50 pounds</li></ol>	Х				
7. Carry objects weighing 51 to 100 pounds	Х				
8. Carry objects weighing 100 pounds or more	Х				
9. Standing up to one hour at a time				Х	
10. Standing up to two hours at a time	Х				
11. Standing for more than two hours at a time	Х				
12. Stooping and bending		х			
13. Ability to reach and grasp objects				Х	
14. Manual dexterity or fine motor skills					Х
15. Color vision, the ability to identify and distinguish colors				Х	
16. Ability to communicate orally					Х
17. Ability to hear					Х
18. Pushing or pulling carts or other such objects	Х				
19. Proofreading and checking documents for accuracy					Х
20. Using a computer to enter and transform words or data					X
21. Using various technology tools					X
22. Working in a normal office environment with few physical discomforts					x
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	Х				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	Х				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	х				
26. Operating automobile, vehicle, or van		Х			
<ol> <li>Other physical, mental or visual ability required by the job</li> </ol>	Х				
K-5 Science Specialist – PTS					

# 10.7.a

# PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB: 8540 Pay Grade: E07 FLSA: Exempt PTS

# K-12 SOCIAL STUDIES SPECIALIST

# REPORTS TO:

Executive Director, High School Education

#### SUPERVISES:

Instructional Staff Support Staff

# **QUALIFICATIONS**:

Bachelor's degree from an accredited college or university with <u>Florida</u> certification in <u>Administration / and</u> <u>Supervision, Educational Leadership, School Principal, Curriculum and Instruction,</u> Social Studies <u>6-12</u> <u>.</u> <u>or Middle Grades Social Science.</u> or an equivalent certification as defined by the Florida Department of <u>Education.</u> Five (5) years of related professional experience to include three (3) years of successful experience in teaching social studies. Demonstrated organizational and communication skills.

#### PREFERRED:

Master's or doctoral degree in social studies or curriculum and instruction. Experience in educational administration/supervision, district-level curriculum development/writing, planning, and presenting training for teachers, Document-Based Questions (DBQ) training, and/or other training in literacy (reading and writing) in the content area.

#### MAJOR FUNCTION

The K-12 Social Studies Specialist is responsible for the supervision of the elementary, middle, and high school curriculum, instruction, and assessment program in social studies. This responsibility includes goal setting, researching, planning, organizing, coordinating, decision-making, communicating, and evaluating.

- Serves as consultant to teachers, principals, assistant principals, guidance personnel, central office staff, colleges and universities, professional organizations, and community groups
- Advocates, facilitates, and monitors the alignment of curriculum, instruction, assessment, and improvement in the accomplishment of district social studies goals
- Promotes, reviews, and communicates progress toward division goals
- · Facilitates articulation of all levels of the social studies program
- Manages data collection and reporting functions in social studies; uses data in decision-making
- Represents social studies on cross-functional teams
- Articulates with supervisors of other subject areas
- Represents the district at state, regional, national, and international conferences on educational research and effective practices in the teaching of social studies
- Serves as liaison with community groups, parents, colleges and universities, publishers, and other agencies
- Coordinates short- and long-term goal setting to support the District Strategic Plan, as well as the planning process and performance measures within the office, department, and division
- Evaluates and improves the planning process
- Communicates budget needs to the Teaching and Learning Services Team
- Solicits and listens to customer input from staff, schools, parents, and community

#### **ESSENTIAL RESPONSIBILITIES (Continued)** Monitors customer satisfaction and dissatisfaction results regarding products, services, and • transactions Develops customer service standards for the social studies office • Continually evaluates and improves customer satisfaction processes Maintains an information system that supports the facilitation and monitoring of division goals and initiatives Monitors and communicates trend, benchmark, and comparison data in the areas of curriculum, • instruction, assessment, and improvement in social studies Assists school personnel in analyzing data for continuous improvement of student achievement in • social studies Interprets impact of state legislation and State Board rule on social studies • Collaborates with Technology and Information Systems; Assessment, Accountability, and Research; and schools to determine data needs and formats for classroom, school, and district analysis Coordinates professional training for social studies teachers, department heads, and administrators . Encourages teachers' involvement, empowerment, responsibility, and innovation in school • improvement activities Collaborates to ensure the hiring, orientation, recognition, and career development of high-performing • social studies teachers Leads the research and development of curriculum, instruction, and assessment services, activities, • and product development related to social studies Assists schools in securing appropriate instructional materials • Participates in School Improvement Plan reviews •

- Interprets and monitors for schools the school board curriculum policy regarding social studies; provides policy input
- Provides for the evaluation and improvement of social studies programs
- Establishes and oversees annual budgets from various funding allocations to support social studies
- Assists schools with articulation of the social studies program from grade to grade and level to level
- Monitors the results of school improvement research and development in social studies
- Monitors current levels and trends in key measures of satisfaction and dissatisfaction regarding social studies achievement, including comparisons and benchmarks
- Contributes to Teaching and Learning Services accountability for results aligned to all district strategic directions
- Assigns student interns in social studies
- Performs other related duties as required

# TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with the district's approved compensation plan. Length of the work year and hours of employment shall be established by the District.

Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

# HISTORY OF JOB CLASSIFICATION

ISSUED: 5/03 AK; BOARD APPROVED: 5/14/03, UPDATE DIVISION NAME: 1/06 AK; REVISED FORMAT 4/08 LM; REVISED D&R, MQ'S LM; BOARD APPROVED: 5/13/08; REVISED FORMAT, SALARY SCHEDULE, TITLE, QUALS, MF, ER, ADA, 6/13, LM; BOARD APPROVED: 7/30/13; REVISED QUALS 8/13 LM; BOARD APPROVED:

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		Х			
2. Lift objects weighing 21 to 50 pounds	Х				
3. Lift objects weighing 51 to 100 pounds	Х				
4. Lift objects weighing more than 100 pounds	Х				
5. Carry objects weighing up to 20 pounds		Х			
6. Carry objects weighing 21 to 50 pounds	Х				
7. Carry objects weighing 51 to 100 pounds	Х				
8. Carry objects weighing 100 pounds or more	Х				
9. Standing up to one hour at a time				Х	
10. Standing up to two hours at a time	Х				
11. Standing for more than two hours at a time	Х				
12. Stooping and bending		Х			
13. Ability to reach and grasp objects				Х	
14. Manual dexterity or fine motor skills					Х
15. Color vision, the ability to identify and distinguish colors				Х	
16. Ability to communicate orally					Х
17. Ability to hear					Х
18. Pushing or pulling carts or other such objects	Х				
19. Proofreading and checking documents for accuracy					Х
20. Using a computer to enter and transform words or data					Х
21. Using various technology tools					Х
22. Working in a normal office environment with few physical discomforts					Х
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	x				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	Х				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	x				
26. Operating automobile, vehicle, or van		Х			
27. Other physical, mental or visual ability required by the job	Х				

K-12 Social Studies Specialist – PTS

# PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB: 8006 Pay Grade: E07 FLSA: Exempt PTS

# 6-8 MATHEMATICS SPECIALIST

# REPORTS TO:

Executive Director, Middle School Education

#### SUPERVISES:

Instructional Staff Support Staff

#### **QUALIFICATIONS**:

Bachelor's degree from an accredited college or university with <u>Florida</u> certification in <u>Middle Grades</u> <u>Mathematics or Mathematics 6-12.</u> <u>Administration and Supervision, Educational Leadership, School</u> <u>Principal, Curriculum and Instruction, Mathematics, or an equivalent certification as defined by the Florida</u> <u>Department of Education.</u> Five (5) years of related professional experience to include three (3) years of successful experience in teaching mathematics. Demonstrated organizational and communication skills.

#### PREFERRED:

Master's or doctoral degree in one or more math subjects or curriculum and instruction. Experience in educational administration/supervision, district-level curriculum development/writing, planning, and presenting training for teachers, or other training in literacy in the content area.

# MAJOR FUNCTION

The 6-8 Mathematics Specialist is responsible for the supervision of the middle school curriculum, instruction, and assessment program in mathematics. This responsibility includes goal setting, researching, planning, organizing, coordinating, decision-making, communicating, and evaluating.

- Advocates, facilitates, and monitors the alignment of curriculum, instruction, and assessment improvement in the accomplishment of district mathematics goals
- Serves as consultant to teachers, principals, guidance personnel, central office staff, colleges and universities, professional organizations, and community groups
- Promotes, reviews, and communicates progress toward division goals
- Manages data collection and reporting functions in mathematics; uses data in decision-making
- Represents 6-8 mathematics on cross-functional teams
- Represents the district at state, regional, national, and international conferences on educational research and effective practices in the teaching of 6-8 mathematics
- Serves as liaison with community groups, parents, colleges and universities, and other agencies
- Serves as a support for school instructional review
- Coordinates short- and long-term goal setting to support the District Strategic Plan, as well as the planning process and performance measures within the office, department, and division
- Evaluates and improves the planning process
- Communicates budget needs to the Teaching and Learning Services Team
- Solicits and listens to customer input from staff, schools, parents, and community
- Monitors customer satisfaction and dissatisfaction results regarding products, services, and transactions
- Develops customer service standards for the 6-8 mathematics office
- Continually evaluates and improves customer satisfaction processes

#### **ESSENTIAL RESPONSIBILITIES (Continued)** Maintains an information system that supports the facilitation and monitoring of division goals and • initiatives Monitors and communicates trend, benchmark, and comparison data in the areas of curriculum, • instruction, assessment, and improvement in 6-8 mathematics Assists school personnel in analyzing data for continuous improvement of student achievement in 6-8 mathematics Interprets impact of state legislation and state board rule on 6-8 school mathematics • Collaborates with Technology and Information Services; Assessment, Accountability, and Research: • and schools to determine data needs and formats for classroom, school, and district analysis Coordinates professional training for 6-8 mathematics teachers and administrators; provides training for all elementary teachers in using mathematics as learning strategies Encourages teacher involvement, empowerment, responsibility, and innovation in school improvement activities Collaborates to ensure the hiring, orientation, recognition, and career development of high-performing • mathematics teachers Leads the research and development of curriculum, instruction, and assessment services, activities, and product development related to 6-8 mathematics Assists schools in securing appropriate instructional materials Participates in School Improvement Plan reviews Interprets and monitors for schools the school board curriculum policy regarding 6-8 mathematics; provides policy input Provides for the evaluation and improvement of 6-8 mathematics programs Establishes and oversees annual budgets from various funding allocations to support 6-8 • mathematics Assists teachers in creating classroom learning systems • Facilitates 6-8 articulation of the mathematics programs • Works closely with both the elementary and high school mathematics specialists to ensure vertical alignment /articulation Monitors the results of school improvement research and development in 6-8 mathematics Monitors current levels and trends in key measures of satisfaction and dissatisfaction regarding 6-8 mathematics achievement, including comparisons and benchmarks Contributes to Teaching and Learning Services' accountability for results aligned to all district • strategic directions Performs other related duties as required **TERMS OF EMPLOYMENT** Salary and benefits shall be paid consistent with the district's approved compensation plan. Length of the work year and hours of employment shall be established by the District.

Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

# HISTORY OF JOB CLASSIFICATION

ISSUED: 6/13 LM; BOARD APPROVED: 7/30/13; REVISED QUALS 8/13 LM; BOARD APPROVED:

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		Х			
2. Lift objects weighing 21 to 50 pounds	Х				
3. Lift objects weighing 51 to 100 pounds	Х				
4. Lift objects weighing more than 100 pounds	Х				
5. Carry objects weighing up to 20 pounds		Х			
6. Carry objects weighing 21 to 50 pounds	Х				
7. Carry objects weighing 51 to 100 pounds	Х				
8. Carry objects weighing 100 pounds or more	Х				
9. Standing up to one hour at a time				Х	
10. Standing up to two hours at a time	Х				
11. Standing for more than two hours at a time	Х				
12. Stooping and bending		Х			
13. Ability to reach and grasp objects				Х	
14. Manual dexterity or fine motor skills					Х
15. Color vision, the ability to identify and distinguish colors				Х	
16. Ability to communicate orally					Х
17. Ability to hear					Х
18. Pushing or pulling carts or other such objects	Х				
19. Proofreading and checking documents for accuracy					Х
20. Using a computer to enter and transform words or data					Х
21. Using various technology tools					Х
22. Working in a normal office environment with few physical discomforts					Х
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	x				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	x				
26. Operating automobile, vehicle, or van		Х			
27. Other physical, mental or visual ability required by the job	Х				

6-8 Mathematics Specialist - PT

10.7.a

# PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB: 8011 Pay Grade: E07 FLSA: Exempt PTS

# 6-8 SCIENCE SPECIALIST

# REPORTS TO:

Executive Director, Middle School Education

#### SUPERVISES:

Instructional Staff Support Staff

#### **QUALIFICATIONS**:

Bachelor's degree from an accredited college or university with <u>Florida</u> certification in <u>a Science subject</u> <u>area.</u> Administration and Supervision, Educational Leadership, School Principal, Curriculum and Instruction, or Science Education or a science subject, or an equivalent certification as defined by the <u>Florida Department of Education</u>. Five (5) years of related professional experience to include three (3) years of successful experience in teaching science. Demonstrated organizational and communication skills.

#### PREFERRED:

Master's or doctoral degree in one or more science subjects or curriculum and instruction. Experience in educational administration/supervision, district-level curriculum development/writing, planning and presenting training for teachers, and/or other training in literacy in the content area.

#### MAJOR FUNCTION

The 6-8 Science Specialist is responsible for the supervision of the middle school curriculum, instruction, and assessment program in science. This responsibility includes goal setting, researching, strategic planning, organizing, coordinating, decision-making, communicating, and evaluating.

- Advocates, facilitates, and monitors the alignment of curriculum, instruction, assessment, and improvement in the accomplishment of the district strategic plan for science
- Serves as consultant to teachers, principals, guidance personnel, central office staff, colleges and universities, professional organizations, and community groups
- Promotes, reviews, and communicates progress toward the 6-8 science and the division strategic plan
- Facilitates 6-8 articulation of the science program
- Manages data collection and reporting functions in science; uses data in decision-making
- Represents 6-8 science on cross-functional teams
- Articulates with 6-8 specialists of other subject areas
- Represents the district at state, regional, national, and international conferences on educational research and effective practices in the teaching of science
- Serves as liaison with community groups, parents, colleges and universities, and other agencies
- Coordinates short- and long-term goal setting to support the District Strategic Plan, as well as the planning process and performance measures within the office, department, and division
- Evaluates and improves the planning process
- Communicates budget needs to the Teaching and Learning Services Team
- Solicits and listens to customer input from staff, schools, parents, and community

#### **ESSENTIAL RESPONSIBILITIES (Continued)** Monitors customer satisfaction and dissatisfaction results regarding products, services, and • transactions Develops customer service standards for the science office • Continually evaluates and improves customer satisfaction processes Maintains an information system that supports the facilitation and monitoring of division goals and initiatives Monitors and communicates trend, benchmark, and comparison data in the areas of curriculum, • instruction, assessment, and improvement in science Assists school personnel in analyzing data for continuous improvement of student achievement in • science Interprets impact of state legislation and State Board rule on science . Collaborates with Technology and Information Systems: Assessment, Accountability, and Research: and schools to determine data needs and formats for classroom, school, and district analysis Coordinates professional training for 6-8 science teachers and administrators . Encourages teachers' involvement, empowerment, responsibility, and innovation in school • improvement activities Leads the research and development of 6-8 curriculum, instruction, and assessment services, activities, and product development related to science Assists schools in securing appropriate instructional materials • Participates in School Improvement planning Interprets and monitors for schools the school board curriculum policy regarding science; provides policy input Provides for the evaluation and improvement of science programs • Establishes and oversees annual budgets from various funding allocations to support science •

- Assists schools with articulation of the 6-8 science program from grade to grade and level to level
- Monitors the results of school improvement research and development in science
- Monitors current levels and trends in key measures of satisfaction and dissatisfaction regarding science achievement, including comparisons and benchmarks
- Contributes to Teaching and Learning Services' accountability for results aligned to all district strategic directions
- Performs other related duties as required

# **TERMS OF EMPLOYMENT**

Salary and benefits shall be paid consistent with the district's approved compensation plan. Length of the work year and hours of employment shall be established by the District.

Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

# HISTORY OF JOB CLASSIFICATION

ISSUED: 5/12 LM; BOARD APPROVED: 6/12/12; REVISED, TITLE, QUALS, MF, ER, 6/13 Lm; BOARD APPROVED: 7/30/13; REVISED QUALS 8/13 LM; BOARD APPROVED:

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		X			
2. Lift objects weighing 21 to 50 pounds	Х				
3. Lift objects weighing 51 to 100 pounds	Х				
4. Lift objects weighing more than 100 pounds	Х				
5. Carry objects weighing up to 20 pounds		Х			
6. Carry objects weighing 21 to 50 pounds	Х				
7. Carry objects weighing 51 to 100 pounds	Х				
8. Carry objects weighing 100 pounds or more	Х				
9. Standing up to one hour at a time				Х	
10. Standing up to two hours at a time	Х				
11. Standing for more than two hours at a time	Х				
12. Stooping and bending		Х			
13. Ability to reach and grasp objects				Х	
14. Manual dexterity or fine motor skills					Х
15. Color vision, the ability to identify and distinguish colors				Х	
16. Ability to communicate orally					Х
17. Ability to hear					Х
18. Pushing or pulling carts or other such objects	Х				
19. Proofreading and checking documents for accuracy					Х
20. Using a computer to enter and transform words or data					Х
21. Using various technology tools					Х
22. Working in a normal office environment with few physical discomforts					х
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	х				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	Х				
<ol> <li>Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls</li> </ol>	х				
26. Operating automobile, vehicle, or van		Х			
<ol> <li>Other physical, mental or visual ability required by the job</li> </ol>	Х				
6-8 Science Specialist – PTS					

# 10.7.a

#### PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB: 6007 Pay Grade: E07 FLSA: Exempt PTS

# 9-12 MATHEMATICS SPECIALIST

#### REPORTS TO:

Executive Director, High School Education

#### SUPERVISES:

Instructional Staff Support Staff

#### **QUALIFICATIONS**:

Bachelor's degree from an accredited college or university with Florida certification in <u>Mathematics 6-12</u>. Administration/ and Supervision, Educational Leadership, School Principal, Curriculum and Instruction, Mathematics, Science, or an equivalent certification as defined by the Florida Department of Education. Five (5) years of related professional experience to include three (3) successful years of experience in teaching mathematics, or science, technology, engineering, and mathematics (STEM) related curriculum. Demonstrated organizational and communication skills.

#### PREFERRED:

Master's or doctoral degree in mathematics or curriculum and instruction. Experience in educational administration/supervision, district-level curriculum development/writing, planning and presenting training for teachers, or other training in literacy (reading and writing) in the content area.

#### MAJOR FUNCTION

The 9-12 Mathematics Specialist is responsible for the supervision of the high school curriculum, instruction, and assessment program in mathematics. This responsibility includes goal setting, researching, planning, organizing, coordinating, decision-making, communicating, and evaluating.

- Advocates, facilitates and monitors the alignment of curriculum, instruction, assessment, and improvement in the accomplishment of district mathematics goals
- Serves as consultant to teachers, principals, guidance personnel, central office staff, colleges and universities, professional organizations, and community groups
- Promotes, reviews, and communicates progress toward division goals
- Facilitates articulation of all levels of the mathematics high school program
- Manages data collection and reporting functions in mathematics; uses data in decision-making
- Represents 9-12 mathematics on cross-functional teams
- Articulates with supervisors of other subject areas
- Represents the district at state, regional, national, and international conferences on educational research and effective practices in the teaching of 9-12 mathematics
- Serves as liaison with community groups, parents, colleges and universities, and other agencies
- Coordinates short- and long-term goal setting to support the District Strategic Plan, as well as the planning process and performance measures within the office, department, and division
- Evaluates and improves the planning process
- Communicates budget needs to the Teaching and Learning Services Team
- Solicits and listens to customer input from staff, schools, parents, and community
- Monitors customer satisfaction and dissatisfaction results regarding products, services, and transactions

# ESSENTIAL RESPONSIBILITIES (Continued)

- Develops customer service standards for the 9-12 mathematics office
- Continually evaluates and improves customer satisfaction processes
- Maintains an information system that supports the facilitation and monitoring of division goals and initiatives
- Monitors and communicates trend, benchmark, and comparison data in the areas of curriculum, instruction, assessment, and improvement in 9-12 mathematics
- Assists school personnel in analyzing data for continuous improvement of student achievement in mathematics
- Interprets impact of state legislation and state board rule on mathematics
- Collaborates with Technology and Information Systems; Assessment, Accountability, and Research: and schools to determine data needs and formats for classroom, school, and district analysis
- Coordinates professional training for 9-12- mathematics teachers and administrators, provides training for all high school teachers in using mathematics as learning strategies
- Encourages teachers' involvement, empowerment, responsibility, and innovation in school improvement activities
- Collaborates to ensure the hiring, orientation, recognition, and career development of high-performing mathematics teachers
- Leads the research and development of curriculum, instruction, and assessment services, activities, and product development related to 9-12 mathematics
- Assists schools in securing appropriate instructional materials
- Participates in School Improvement Plan reviews
- Interprets and monitors for schools the school board curriculum policy regarding 9-12 mathematics, and-provides policy input
- Provides for the evaluation and improvement of the 9-12 mathematics program
- Establishes and oversees annual budgets from various funding allocations to support 9-12 mathematics
- Assists teachers in creating classroom learning systems
- Assists schools with articulation of the 9-12 mathematics program from grade to grade and level to level
- Monitors the results of school improvement research and development in 9-12 mathematics
- Monitors current levels and trends in key measures of satisfaction and dissatisfaction regarding 9-12 mathematics achievement, including comparisons and benchmarks
- Contributes to Teaching and Learning Services' accountability for results aligned to all district strategic directions
- Performs other related duties as required.

# TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with the district's approved compensation plan. Length of the work year and hours of employment shall be established by the District.

Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

# HISTORY OF JOB CLASSIFICATION

ISSUED: 5/03 AK: BOARD APPROVED: 5/14/03; UPDATE DIVISION NAME: 1/06 AK; REVISE TITLE, MF: 5/07 AK; BOARD APPROVED: 6/12/07; REVISED TITLE, D&R, MQ's: 6/10 LM; BOARD APPROVED: 08/10/10; REVISED FORMAT, SALARY SCHEDULE, TITLE, QUALS, PREFERRED, MF, ER, ADA, 6/13 LM; BOARD APPROVED: 7/30/13; REVISED QUALS 8/13 LM; BOARD APPROVED:

VORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
	INEVEI				
. Lift objects weighing up to 20 pounds		X			
2. Lift objects weighing 21 to 50 pounds	х				
3. Lift objects weighing 51 to 100 pounds	х				
4. Lift objects weighing more than 100 pounds	Х				
5. Carry objects weighing up to 20 pounds		х			
6. Carry objects weighing 21 to 50 pounds	х				
7. Carry objects weighing 51 to 100 pounds	Х				
8. Carry objects weighing 100 pounds or more	Х				
9. Standing up to one hour at a time				Х	
10. Standing up to two hours at a time	Х				
11. Standing for more than two hours at a time	Х				
12. Stooping and bending		Х			
13. Ability to reach and grasp objects				Х	
14. Manual dexterity or fine motor skills					Х
15. Color vision, the ability to identify and distinguish colors				Х	
16. Ability to communicate orally					Х
17. Ability to hear					Х
18. Pushing or pulling carts or other such objects	Х				
19. Proofreading and checking documents for accuracy					Х
20. Using a computer to enter and transform words or data					Х
21. Using various technology tools					Х
<ol> <li>Working in a normal office environment with few physical discomforts</li> </ol>					х
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	х				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	Х				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	х				
26. Operating automobile, vehicle, or van		Х			
<ol> <li>Other physical, mental or visual ability required by the job</li> </ol>	Х				
9-12 Mathematics Specialist – PTS					

#### PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB: 8009 Pay Grade: E07 FLSA: Exempt PTS

# 9-12 SCIENCE SPECIALIST

#### **REPORTS TO:**

Executive Director, High School Education

#### SUPERVISES:

Instructional Staff Support Staff

#### **QUALIFICATIONS**:

Bachelor's degree from an accredited college or university with <u>Florida</u> certification in <u>a Science subject</u> <u>area.</u> Administration and Supervision, Educational Leadership, School Principal, Curriculum and <u>Instruction, Science or an equivalent certification as defined by the Florida Department of Education.</u> Five (5) years of related professional experience to include three (3) years of successful experience in teaching science. Demonstrated organizational and communication skills.

#### PREFERRED:

Master's or doctoral degree in science or curriculum and instruction. Experience in educational administration/supervision, district-level curriculum development/writing, planning, and presenting training for teachers, or other training in literacy (reading and writing) in the content area.

# MAJOR FUNCTION

The 9-12 Science Specialist is responsible for the supervision of the high school curriculum, instruction, and assessment program in science. This responsibility includes goal setting, researching, planning, organizing, coordinating, decision-making, communicating, and evaluating.

- Advocates, facilitates, and monitors the alignment of curriculum, instruction, assessment, and improvement in the accomplishment of district science goals
- Serves as consultant to teachers, principals, guidance personnel, central office staff, colleges and universities, professional organizations, and community groups
- Promotes, reviews, and communicates progress toward the 9-12 science and the division strategic plan
- Facilitates 9-12 articulation of all levels of the science high school program
- Manages data collection and reporting functions in science; uses data in decision making
- Represents 9-12 science on cross-functional teams
- Articulates with 9-12 specialists of other subject areas
- Represents the district at state, regional, national, and international conferences on educational research and effective practices in the teaching of science
- Serves as liaison with community groups, parents, colleges and universities, and other agencies
- Coordinates short- and long-term goal setting to support the District Strategic Plan, as well as the planning process and performance measures within the office, department, and division
- Evaluates and improves the planning process
- Communicates budget needs to the Teaching and Learning Services Team

#### **ESSENTIAL RESPONSIBILITIES (Continued)** Solicits and listens to customer input from staff, schools, parents, and community • Monitors customer satisfaction and dissatisfaction results regarding products, services, and transactions Develops customer service standards for the science office Continually evaluates and improves customer satisfaction processes Maintains an information system that supports the facilitation and monitoring of division goals and initiatives Monitors and communicates trend, benchmark, and comparison data in the areas of curriculum, . instruction, assessment, and improvement in science Assists school personnel in analyzing data for continuous improvement of student achievement in • science Interprets impact of state legislation and State Board rule on science Collaborates with Technology and Information Systems; Assessment, Accountability and Research; and schools to determine data needs and formats for classroom, school, and district analysis Coordinates professional training for 9-12 science teachers and administrators • Collaborates to ensure the hiring, orientation, recognition, and career development of high-performing • science teachers Leads the research and development of 9-12 curriculum, instruction, and assessment services, • activities, and product development related to science Assists schools in securing appropriate instructional materials Participates in School Improvement Plan reviews Interprets and monitors for schools the school board curriculum policy regarding science; provides • policy input Provides for the evaluation and improvement of science programs . . Establishes and oversees annual budgets from various funding allocations to support science Assists teachers in creating classroom learning systems .

- Assists schools with articulation of the 9-12-science program from grade to grade and level to level •
- Monitors the results of school improvement research and development in science
- Monitors current levels and trends in key measures of satisfaction and dissatisfaction regarding • science achievement, including comparisons and benchmarks
- Contributes to Teaching and Learning Services accountability for results aligned to all district strategic • directions
- Assigns student interns in science •
- Reviews syllabi for the Advanced Placement (AP) Audit
- Performs other related duties as required.

# **TERMS OF EMPLOYMENT**

Salary and benefits shall be paid consistent with the district's approved compensation plan. Length of the work year and hours of employment shall be established by the District.

Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

# HISTORY OF JOB CLASSIFICATION

ISSUED: 5/03 AK: BOARD APPROVED: 5/14/03; UPDATE DIVISION NAME: 1/06 AK; REVISE TITLE, MF: 5/07 AK: BOARD APPROVED: 6/12/07; REVISED TITLE, D&R, MQ's: 6/10 LM; BOARD APPROVED: 08/10/10; REVISED FORMAT, SALARY SCHEDULE, TITLE, QUALS, PREFERRED, MF, ER, ADA, 6/13 LM; BOARD APPROVED: 7/30/13; REVISED QUALS 8/13 LM; BOARD APPROVED:

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		X			
2. Lift objects weighing 21 to 50 pounds	Х				
3. Lift objects weighing 51 to 100 pounds	Х				
4. Lift objects weighing more than 100 pounds	Х				
5. Carry objects weighing up to 20 pounds		Х			
6. Carry objects weighing 21 to 50 pounds	Х				
7. Carry objects weighing 51 to 100 pounds	Х				
8. Carry objects weighing 100 pounds or more	Х				
9. Standing up to one hour at a time				Х	
10. Standing up to two hours at a time	Х				
11. Standing for more than two hours at a time	Х				
12. Stooping and bending		Х			
13. Ability to reach and grasp objects				Х	
14. Manual dexterity or fine motor skills					х
15. Color vision, the ability to identify and distinguish colors				Х	
16. Ability to communicate orally					х
17. Ability to hear					х
18. Pushing or pulling carts or other such objects	х				
19. Proofreading and checking documents for accuracy					х
20. Using a computer to enter and transform words or data					х
21. Using various technology tools					х
22. Working in a normal office environment with few physical discomforts					х
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	х				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	х				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	х				
26. Operating automobile, vehicle, or van		Х			
27. Other physical, mental or visual ability required by the job	x				

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9-12 Science Specialist – PTS

# PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB: 8210 Pay Grade: E07 FLSA: Exempt PTS

# EARLY CHILDHOOD EDUCATION SPECIALIST

#### REPORTS TO:

Executive Director, Elementary School Education

#### SUPERVISES:

Instructional Staff Support Staff

#### **QUALIFICATIONS**:

Bachelor's degree from an accredited college or university with <u>Florida</u> certification in <u>Pre-K Primary or</u> <u>any related</u> field. Administration and Supervision, Educational Leadership, School Principal, Curriculum and Instruction, Early Childhood, or an equivalent certification as defined by the Florida Department of <u>Education</u>. Five (5) years of related professional experience to include three (3) years of successful experience in teaching early childhood. Demonstrated organizational and communication skills.

#### PREFERRED:

Masters or doctoral degree in Early Childhood or curriculum and instruction. Experience in educational administration/supervision, district-level curriculum development/writing, planning and presenting training for teachers.

#### MAJOR FUNCTION

The Early Childhood Education Specialist is responsible for providing leadership in developmentally appropriate practices in early childhood. Responsibilities include providing supervisory support and staff development for Voluntary Prekindergarten and kindergarten teachers, evaluating and ordering of prekindergarten and kindergarten equipment and materials, and writing and reviewing educational specifications for early childhood classrooms.

- · Formulates districtwide voluntary prekindergarten and kindergarten policy and procedure
- Develops, updates, and implements prekindergarten curriculum collaboratively with ESE prekindergarten programs
- Develops, updates and implements prekindergarten and kindergarten curriculum
- Demonstrates effective early childhood teaching techniques
- Works with individuals and groups of prekindergarten and kindergarten teachers in terms of expressed needs to stimulate change or improvement of programs
- Provides professional development for early childhood teachers, prekindergarten, and kindergarten levels
- Maintains a budget for new prekindergarten and kindergarten units and early childhood components
- Develops and interprets to others the educational specifications for new prekindergarten, kindergarten, and primary classroom facilities
- Purchases, distributes, and keeps inventories on materials for new kindergarten units and all new early childhood facilities
- Maintains and updates the early childhood flexibility list
- Interprets the prekindergarten and kindergarten program and entry requirements to the public
- Completes information requested by the Department of Education
- Reads and attends professional conferences at the state and national level to become increasingly knowledgeable in the field of child development and early childhood education

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# EARLY CHILDHOOD EDUCATION SPECIALIST

# ESSENTIAL RESPONSIBILITIES (Continued)

- Provides input to the Pre-K-12 Teaching and Learning Services office regarding unit allocations
- Consults and interfaces with subject area specialists and the ESE prekindergarten specialist regarding curriculum and assessment planning and integration, appropriate materials, teaching strategies, and research on developmentally appropriate practices
- Works with the Specialist, ESE Prekindergarten Education, private schools, teachers and administrators, Head Start, and community agencies to provide a smooth transition from prekindergarten to kindergarten
- Designs and implements summer programs for prekindergarten and kindergarten students
- Provides summer school and new prekindergarten and kindergarten teacher orientations and trainings
- Serves as member of Teaching and Learning Services Team
- Performs other related duties as required

# TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with the district's approved compensation plan. Length of the work year and hours of employment shall be established by the District.

Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

# HISTORY OF JOB CLASSIFICATION

ISSUED: 6/13, LM; BOARD APPROVED: 7/30/13; REVISED QUALS & PREFERRED, 8/13 LM; BOARD APPROVED:



WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		Х			
2. Lift objects weighing 21 to 50 pounds		Х			
3. Lift objects weighing 51 to 100 pounds	Х				
4. Lift objects weighing more than 100 pounds	Х				
5. Carry objects weighing up to 20 pounds		Х			
6. Carry objects weighing 21 to 50 pounds		Х			
7. Carry objects weighing 51 to 100 pounds	x				
8. Carry objects weighing 100 pounds or more	x				
9. Standing up to one hour at a time				Х	
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	X				
12. Stooping and bending		Х			
13. Ability to reach and grasp objects				Х	
14. Manual dexterity or fine motor skills					х
15. Color vision, the ability to identify and distinguish colors				Х	
16. Ability to communicate orally					Х
17. Ability to hear					X
18. Pushing or pulling carts or other such objects		Х			
19. Proofreading and checking documents for accuracy					Х
20. Using a computer to enter and transform words or data					X
21. Using various technology tools					X
22. Working in a normal office environment with few					
physical discomforts					Х
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	х				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	х				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	Х				
26. Operating automobile, vehicle, or van	Х				
27. Other physical, mental or visual ability required by the job	Х				

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Early Childhood Education Specialist – PTS

# PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB: 8742 Pay Grade: E05 FLSA: Exempt PTS

# PROGRAM COORDINATOR, ACADEMIC COMPUTING

# **REPORTS TO:**

Director, Library, Technology, Instructional Materials, and Digital Learning

# SUPERVISES:

Instructional Staff Support Staff

# **QUALIFICATIONS:**

Bachelor's degree from an accredited college or university with <u>Florida</u> certification in <u>Technology</u> <u>Education</u> <u>Administration and Supervision, Educational Leadership</u>, or an equivalent certification. <del>as</del> <del>defined by the Florida Department of Education</del>. Five (5) years successful teaching experience in public schools, PreK-12. Demonstrated knowledge in planning for and in utilizing technologies for instruction in a variety of curriculum areas. Demonstrated organizational and communication skills.

# PREFERRED:

Master's degree from an accredited college or university in <u>Technology Education; certification in</u> <u>Educational Leadership.</u>

#### MAJOR FUNCTION

The Program Coordinator is responsible for the development and implementation of the district's longrange technology plan, which encompasses all instructional levels and all curriculum areas. Work includes visioning, goal-setting, planning, budgeting, and working cooperatively with curriculum services personnel, all school board divisions, school-based personnel, and the community.

- Provides visionary leadership, oversight, and direction for all district technology applications for teaching and learning
- Develops plans to increase the level of technological literacy for students, teachers, and administrators
- Collaborates with other departments and divisions to facilitate access to and the implementation of technology
- Provides leadership in obtaining grants and other sources of funds to support innovative practices
- Assists in implementing the district's strategic goals and directions
- Investigates emerging technologies and assesses their potential for cost effective use
- Provides leadership in technology training, resources acquisition, and staff development
- Designs, coordinates, and provides educational technology in-service opportunities for school-based personnel
- Assists educators in using and integrating technology in the instructional program
- Models effective uses of appropriate instructional technology
- Supports teacher and student use of computers in classrooms
- Designs technology training programs for the district's television programming schedule
- Researches and negotiates contracts and agreements with consultants and vendors
- Participates in local, state, and national conferences, collaborates with colleges and universities, and serves on state committees to keep informed on current trends and issues

# **ESSENTIAL RESPONSIBILITIES (Continued)**

- Designs and implements new programs and course curricula for computer education
- Recommends budget requirements to effectively support the district technology plan
- Coordinates, evaluates, delegates, and coordinates the work of designated staff members
- Prepares and presents reports on technology issues as directed by the Superintendent and Board
- Performs other related duties as required

#### **TERMS OF EMPLOYMENT**

Salary and benefits shall be paid consistent with the district's approved compensation plan. Length of the work year and hours of employment shall be established by the District.

Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

# HISTORY OF JOB CLASSIFICATION

ISSUED: 6/13, LM; BOARD APPROVED: 7/30/13; REVISED QUALS & PREFERRED, 8/13 LM; BOARD APPROVED:

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		Х			
2. Lift objects weighing 21 to 50 pounds	Х				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds	X				
6. Carry objects weighing 21 to 50 pounds	х				
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	х				
9. Standing up to one hour at a time	x				
10. Standing up to two hours at a time	x				
11. Standing for more than two hours at a time	x				
12. Stooping and bending		Х			
13. Ability to reach and grasp objects				Х	
14. Manual dexterity or fine motor skills					Х
15. Color vision, the ability to identify and distinguish colors				Х	
16. Ability to communicate orally					Х
17. Ability to hear					Х
18. Pushing or pulling carts or other such objects	x				
19. Proofreading and checking documents for accuracy					Х
20. Using a computer to enter and transform words or data					Х
21. Using various technology tools					Х
<ol> <li>Working in a normal office environment with few physical discomforts</li> </ol>					Х
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	х				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	х				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	x				
26. Operating automobile, vehicle, or van			Х		
27. Other physical, mental or visual ability required by the job	Х				

Program Coordinator, Academic Computing – PTS

# PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB: 8750 Pay Grade: E05 FLSA: Exempt PTS

# PROGRAM COORDINATOR, INSTRUCTIONAL MATERIALS

# REPORTS TO:

Director, Library, Technology, Instructional Materials, and Digital Learning

#### SUPERVISES:

Instructional Staff Support Staff

#### **QUALIFICATIONS**:

Bachelor's degree from an accredited college or university with Florida certification in an educational area. Administration and Supervision or Educational Leadership. Five (5) years related professional experience. Demonstrated organizational and communication skills. Working knowledge in curriculum and instruction. Working knowledge of state requirements for state-adopted materials and non-state-adopted items.

#### PREFERRED:

Master's degree with certification in Administration/Supervision or Educational Leadership.

#### MAJOR FUNCTION

The Program Coordinator, Instructional Materials provides adequate and appropriate instructional materials countywide working with the Director, Library, Technology, Instructional Materials, and Digital Learning and consultants in a mutual effort to provide the best possible instructional materials support to the countywide instructional programs. The position supervises textbook depository support staff and works closely with the Associate Superintendent, Teaching and Learning Services and staff members on a regular basis related to state requirements for state-adopted materials and non-state-adopted items.

- Provides leadership in the formulation of goals and objectives for the textbook depository; plans, manages, and evaluates effectiveness of the program
- Supervises supporting staff performing textbook and other instructional-materials-related activities in the textbook depository
- Serves as liaison between the district and the Florida School Book Depository, state Department of Education, and publishers' representatives on all matters relating to textbooks and state-adoptedrelated materials as well as non-state-adopted-related materials
- Supervises, develops, and implements textbook-related procedures and the overall operation of the textbook depository
- Prepares annual report for the Superintendent's information on lost and damaged materials
- Prepares the Annual Instructional Materials Budget for the district including school-based allocations and other programs requiring instructional materials allocations
- Periodically reviews and provides guidance to schools and centers regarding the usage of instructional material allocations
- Maintains accurate records of deposits to and expenditures from the district textbook account
- Evaluates all requisitions from schools in accordance with the "Recommended and County Approved Instructional Materials Program", prepared by the instructional staff, verifying guidelines, limits on supplementary titles, prices, and extensions

# **PROGRAM COORDINATOR, INSTRUCTIONAL MATERIALS**

#### ESSENTIAL RESPONSIBILITIES (Continued)

- Prepares textbook requisitions to the Florida School Book Depository, based upon minimum known requirements and books available to this county
- Processes and distributes instructional materials to schools.
- Coordinates transfer and redistribution of surplus books
- Coordinates the return, processing, redistribution, and disposition of out-of-adoption, discontinued, and unusable textbooks
- Responsible for the annual state-adopted instructional materials process
- Maintains a perpetual inventory, by schools, denoting the quantities, titles, and series of texts in use, and budget expenditures
- Responsible for the administration of the Destiny Textbook Manager Program in conjunction with the District Program Administrator
- Ensures that all provisions of the Florida Statutes and of the State Board of Educational Regulations, governing the "State Free Instructional Materials Program" are met and that local policies or procedures are in conflict
- Participates in the legislative process as it relates to state-adopted instructional materials to seek adequate funding for instructional materials
- Develops and conducts workshops for administration and instructional staff on the textbook/instructional materials process
- Maintains communication with curriculum supervisors for planning purposes, regarding adoption and other instructional materials needs
- Advises the instructional staff concerning approved substitute editions, extension of state contracts or other major changes in the state textbook program
- May prepare and/or update related textbooks and instructional materials website
- Applies knowledge of countywide curricula offerings
- Applies knowledge of Florida State Laws and Regulations, policies, and procedures pertaining to instructional materials
- Performs other related duties as required

# TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with the district's approved compensation plan. Length of the work year and hours of employment shall be established by the District.

Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

# HISTORY OF JOB CLASSIFICATION

ISSUED: 6/13 LM, BOARD APPROVED: 7/30/13; REVISED QUALS & PREFERRED, 8/13 LM; BOARD APPROVED:

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		Х			
2. Lift objects weighing 21 to 50 pounds	Х				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds		Х			
6. Carry objects weighing 21 to 50 pounds	X				
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time				Х	
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	X				
12. Stooping and bending		Х			
13. Ability to reach and grasp objects				Х	
14. Manual dexterity or fine motor skills					Х
15. Color vision, the ability to identify and distinguish colors				Х	
16. Ability to communicate orally					Х
17. Ability to hear					Х
18. Pushing or pulling carts or other such objects	х				
19. Proofreading and checking documents for accuracy					Х
20. Using a computer to enter and transform words or data					Х
21. Using various technology tools					Х
22. Working in a normal office environment with few physical discomforts					Х
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	х				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	Х				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	Х				
26. Operating automobile, vehicle, or van	Х				
27. Other physical, mental or visual ability required by the job	Х				

Program Coordinator, Instructional Materials - PTS

# PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB: 8092 Pay Grade: E05 FLSA: Exempt PTS

# SENIOR COORDINATOR, CHARTER SCHOOLS AND HOME EDUCATION SPECIALIST

#### **REPORTS TO:**

Director, Charter Schools and Home Education

#### SUPERVISES:

Support Staff

# **QUALIFICATIONS**:

Bachelor's degree from an accredited college or university with certification in an educational area or an equivalent as defined by the Florida Department of Education. Demonstrated ability to work with diverse groups and effectively communicate, both orally and in writing. Five (5) years related professional experience.

#### PREFERRED:

Master's degree with certification in Administration and Supervision, Educational Leadership, or an equivalent as defined by the Florida Department of Education. Demonstrated knowledge of applicable federal, state, and local laws and regulations.

#### MAJOR FUNCTION

The <u>Senior Coordinator</u>, Charter Schools and Home Education <del>Specialist</del> is responsible for assisting in the supervision and management of charter schools and home education. Assists in monitoring compliance of charter schools and home education programs with District and state requirements. Responsibilities include goal setting, planning, organizing, coordination, decision-making, communication, and evaluating to improve learning processes and promote highest achievement for all students.

- Assists the Director, Charter Schools and Home Education in monitoring compliance of charter schools to ensure adherence to all applicable state and federal laws and regulations
- Assists in monitoring the implementation of each charter school's application and contract
- Assists in providing coordination and support among and between departments in the provision of "administrative and educational services" as prescribed in state statutes
- Works with Technology and Information Services in developing technology to monitor and track charter schools and home education programs
- Assists in providing technical assistance to charter schools, district personnel, and community members interested in charter schools
- Assists in disseminating information about charter schools to families and interested citizens.
- · Assists in coordinating the charter application process
- Assists to ensure that charter schools adhere to all applicable state and federal laws and regulations
- Assists to ensure that charter schools and district operations are consistent with the terms of the charter
- Assists in receiving and investigating complaints about charter schools from parents, community
  members, or employees of the school and ensuring the charter school communicates its resolution
- Assists in reviewing charter applications
- Assists in coordinating the charter renewal process

# SENIOR COORDINATOR, CHARTER SCHOOLS AND HOME EDUCATION SPECIALIST

# ESSENTIAL RESPONSIBILITIES (Continued)

- Assists in monitoring the accurate and timely completions of reporting requirements
- Assists in monitoring pre-opening charter school requirements (Such as: Certificate of Occupancy, Fire Inspection, Health Inspection)
- Assists as needed in interpreting Florida Statutes and Pinellas County School Board policies and procedures for Home Education
- Analyzes and uses data for decision-making
- Collaborates with all members of the Charter School Home Education Department to help fully deploy and meet department goals
- Participates in meetings which involve charter school or home education requirements
- Attends professional meetings--national, state, and local to keep informed on current developments as they pertain to the charter schools or home education
- Helps define and interpret goals for the department of charter schools and home education
- Correlates directly with the credentialing team in human resources to monitor teacher credentialing
- Plans and carries out monitoring site visitations to charter schools
- Monitors charter schools and home education programs on a regular basis.
- Provides other related duties as required

# TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with the district's approved compensation plan. Length of the work year and hours of employment shall be established by the District.

Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

# HISTORY OF JOB CLASSIFICATION

ISSUED; 6/13 LM; BOARD APPROVED: 7/30/13; REVISION OF TITLE-TO ALIGN WITH COMPREHENSIVE COMPENSATION PLAN, 8/13 LM, BOARD APPROVED:

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		Х			
2. Lift objects weighing 21 to 50 pounds	х				
3. Lift objects weighing 51 to 100 pounds	Х				
4. Lift objects weighing more than 100 pounds	Х				
5. Carry objects weighing up to 20 pounds	Х				
6. Carry objects weighing 21 to 50 pounds	Х				
7. Carry objects weighing 51 to 100 pounds	Х				
8. Carry objects weighing 100 pounds or more	Х				
9. Standing up to one hour at a time		Х			
10. Standing up to two hours at a time	Х				
11. Standing for more than two hours at a time	Х				
12. Stooping and bending		Х			
13. Ability to reach and grasp objects				Х	
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify and distinguish colors				Х	
16. Ability to communicate orally					x
17. Ability to hear					X
18. Pushing or pulling carts or other such objects	Х				
19. Proofreading and checking documents for accuracy					X
20. Using a computer to enter and transform words or data					X
21. Using various technology tools					X
<ol> <li>Working in a normal office environment with few physical discomforts</li> </ol>					Х
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	x				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	х				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	x				
26. Operating automobile, vehicle, or van	Х				
27. Other physical, mental or visual ability required by the job	х				

Senior Coordinator, Charter Schools and Home Education Specialist -- PTS

Largo, FL 33770

# **Pinellas** County Schools

#### SCHEDULED



# REQUEST FOR APPROVAL (ID # 4284)

# October 22, 2013

- TO: MEMBERS OF THE SCHOOL BOARD OF PINELLAS COUNTY
- FROM: MICHAEL A. GREGO, Ed.D., SUPERINTENDENT

#### SUBJECT: Request Approval to Revise and/or Create the Following Job Descriptions Which Will Be Effective October 23, 2013, for the Reorganization of the Assessment, Accountability, and Research Department

- Director, Testing to Director, Assessment and Accountability (ADM C09)
- Director, Strategic Planning and Policy (ADM C09)
- Executive Manager, District Assessment (PTS E07) •
- Senior Coordinator Evaluation to Executive Manager, Evaluation (PTS E07)
- Senior Coordinator, Differentiated Accountability to Executive Manager, Accountability • (PTS E07)
- Senior Coordinator, District Assessment (PTS E06) •
- Senior Coordinator, Professional Development Achievement Data Analyst (PTS E06) •
- Research Specialist to Manager, Research (PTS E06) •
- Data Analyst (PTS E03)
- Testing Specialist to Testing Analyst (PTS E02)

# BACKGROUND:

The Assessment, Accountability, and Research (AAR) department's mission is to enhance the quality of educational decisions by providing research, evaluation, testing, and accountability services/information to all stakeholders. The increase in state and district assessment demands, computation and analysis of the value-added teacher evaluation and appraisal system, and compliance with federal and state accountability requirements have created a need for organizational restructuring and the revision and/or creation of position descriptions. The restructuring will allow AAR to meet the increased needs and ensure all accountability, assessment, and evaluation requirements are being accomplished.

The revised and/or proposed job descriptions accurately reflect the minimum qualifications and better align the duties and requirements with actual job responsibilities and tasks and encourage a more comprehensively trained staff.

STRATEGIC DIRECTION/GOAL: Effective and Efficient Use of Resources

# ALTERNATIVES:

- 1. Approve the revisions and/or creation of the job descriptions
- 2. Do not approve the revisions and/or creation of the job descriptions

#### **RECOMMENDATION:**

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# Alternative #1 is recommended

# RATIONALE:

To better align administrative positions within the district towards a goal to increase student achievement, while ensuring focus of curriculum, instruction and assessment on a continuous improvement of student engagement and academic achievement.

# IMPACT STATEMENT:

Funds for the reorganization of the Assessment, Accountability, and Research department are available through the general operating budget and/or grant funds.

# DATA SOURCE:

Pam Moore, Associate Superintendent, Teaching and Learning Behrokh Ahmadi, Executive Director, Assessment, Accountability and Research Mary Beth Corace, Director, Strategic Plan and Policy Octavio Salcedo, Director, Testing Jan Urbanski, Director, Special Projects Lill McKendry, Compensation Analyst

<u>SUBMITTED BY</u>: Ron Ciranna, J.D., Assistant Superintendent, Human Resources Services

ATTACHMENTS:

Assessment, Accountability and Research -Org-10-22-13
 (PDF)



# **Teaching and Learning Services**



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PCSB: Pay Grade: C09

FLSA: Exempt Administrative

#### DIRECTOR, TESTING ASSESSMENT AND ACCOUNTABILITY

#### **REPORTS TO:**

Executive Director, Assessment, Accountability, and Research

#### SUPERVISES:

Executive Manager, District Assessment Executive Manager, Accountability Manager, District Assessment Data Analyst Testing Analyst Support Staff

#### **QUALIFICATIONS:**

A-Master's degree with specialization in educational measurement and scaling; and five (5) years of professional experience to include two (2) years of management or supervisory experience; and four (4) years of experience in educational testing and test development, to include knowledge of computer operations for statistical data analyses, test scoring, screening, and for reporting assessment results.

#### PREFERRED:

A-Doctorate degree, with specialization in educational measurement and scaling.

#### MAJOR FUNCTION

Manages the development, implementation, operation, and reporting to the School Board, district staff and administration, community, and media the results of the district's testing programs. Responsibilities include overseeing the <u>Gounty's</u> standardized testing program, <u>Ffederal</u> and <u>Sstate</u>related testing programs, SAT and ACT testing programs, and locally developed testing programs.

- <u>Supervises the review, development, and revision of all procedures related to the administration of district and state assessments</u>
- Works in collaboration with district staff and principals in developing and supervising the procedures for administrating district and state assessments
- Supervises the ordering, administration, reporting, and use of all district and state assessments
- Plans and supervises training for teachers, test coordinators, district staff, and administrators on the requirements of the state and district assessment programs
- Assists in the preparation of the budgets for student assessments
- Monitors all schools during the administration of district and state assessments
- <u>Coordinates the processing, distribution, reporting, and interpretation of assessment results including</u>
   <u>training for users of assessment data</u>
- <u>Supervises the design and implementation of assessment techniques and instruments that measure</u> the achievement of district and program goals; and publishes results to facilitate improvement
- Ensures districtwide compliance with all state and federal accountability requirements
- <u>Applies an advanced understanding of state laws, rules, policies, and procedures in the specialized area of state and district accountability processes and databases in order to organize, manage, monitor, and execute accountability data management and reporting</u>

#### DIRECTOR, TESTING-ASSESSMENT AND ACCOUNTABILITY

#### ESSENTIAL RESPONSIBILITIES (Continued)

- <u>Provides and supervises technical assistance, training, and support to district and school</u> administrators in the implementation of state and federal accountability requirements
- · Keeps informed of and complies with federal, state, and district regulations and policies
- Assists in the communication of information regarding district and state assessments and state and federal accountability programs to parents and community members
- Attends assessment and accountability meetings and conferences to keep abreast of the profession
- Supervises, trains, coordinates, and evaluates the Assessment and Accountability staff
- <u>Communicates the results from assessments and accountability measures to school / district</u> administrators, the community, and the media
- <u>Consults and works closely with other administrative personnel on assessment and accountability-</u> related issues
- Maintains close contact with the Florida Department of Education staff for clarification on objectives
   and policies
- Coordinates the processing, distribution, reporting, and interpretation of test results, including inservice training for principals, counselors, teachers, and other users of test data
- Coordinates the State Assessment program which includes testing in grades 3, 5, 8, 10, Adult High School, and in the Exceptional Education Program
- Plans and prepares a budget for the testing section, within the Department of Research and Accountability
- Advises principals, supervisors, counselors, and teachers on measurement and evaluation problems
- Attends various testing conferences to keep abreast of the profession
- Writes NCS scoring programs for all tests within the countywide testing program and for some special testing programs
- Supervises, trains, coordinates, and evaluates the Testing-Section staff
- Periodically coordinates a sample testing program for the purpose of assisting in the revising and updating of standardized tests
- Develops and implements plans for district wide testing activities
- Reviews professional journals and other references pertaining to instructional programs and measurement instruments
- Consults with project managers concerning the development of testing sections of project proposal
- Coordinates the acquisition and management of external test development contractors
- Assists program/project managers with the assessment of testing objectives
- Communicates the findings from testing programs to interested/involved parties, such as the School Board administrative staff, the community, and the media
- Communicates needs for data analyses to Data-Management-Staff
- Supervises a staff of professional research and clerical support personnel; serves as mentor in the supervision of doctoral interns
- Consults and works closely with other administrative personnel on assessment related issues
- Manages and develops sampling designs, data collection methods, and computer programs; prepares statistical analysis, and written reports as required
- Maintains close contact with State Department of Education staff for clarification on objectives
- Performs other related duties, as required.

#### DIRECTOR, TESTING ASSESSMENT AND ACCOUNTABILITY

#### TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with the district's approved compensation plan. Length of the work year and hours of employment shall be established by the District.

Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

#### HISTORY OF JOB CLASSIFICATION

ISSUED: 1975; REVISED: 3/82; REVISED: 10/85; BOARD APPROVED: 4/9/86; FORMAT REVISED: 7/88; REVISED: 5/89; MW; BOARD APPROVED: 6/14/89; REVISED (MQ's): 10/98 PBL; BOARD APPROVED: 10/13/98; REVISED (D&R, PAY LEVEL): 1/99 PBL; BOARD APPROVED: 1/26/99; REVISED FORMAT, TITLE, MF, ER, ADA, 8/13, LM; BOARD APPROVED:

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#### DIRECTOR, TESTING ASSESSMENT AND ACCOUNTABILITY

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds	Х				
2. Lift objects weighing 21 to 50 pounds	X				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds	X				
6. Carry objects weighing 21 to 50 pounds	Х				
7. Carry objects weighing 51 to 100 pounds	Х				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time				X	
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	X				
12. Stooping and bending		Х			
13. Ability to reach and grasp objects				Х	
14. Manual dexterity or fine motor skills					Х
15. Color vision, the ability to identify and distinguish colors				Х	
16. Ability to communicate orally					Х
17. Ability to hear			:		Х
18. Pushing or pulling carts or other such objects	Х				
19. Proofreading and checking documents for accuracy					Х
20. Using a keyboard to enter and transform words or data					Х
21. Using a video display terminal					Х
22. Working in a normal office environment with few physical discomforts					Х
<ol> <li>Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions</li> </ol>	X				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	Х				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	Х				
26. Operating automobile, vehicle, or van	Х				
27. Other physical, mental or visual ability required by the job	Х				

Director, Testing Assessment and Accountability - ADM

PCSB: 0320 Pay Grade: C09 FLSA: Exempt Administrative

#### DIRECTOR, STRATEGIC PLANNING AND POLICY

#### **REPORTS TO:**

Executive Director, Assessment, Accountability and Research

#### SUPERVISES:

School Improvement Plan Coordinator Support Staff

#### QUALIFICATIONS:

Master's degree in Educational Planning, Measurement, Research, or a related field; and five (5) years of progressively responsible related experience to include three (3) years of experience in administration and educational planning, policy, research, and/or evaluation.

#### PREFERRED:

Doctorate degree in Educational Administration, Educational Measurement and Research, or a related field.

#### MAJOR FUNCTION

Administrative position responsible for managing the strategic and long-range planning processes of the district. Provides service for all matters of Board policy and administrative procedures to the School Board and community consistent with applicable laws and regulations.

- Coordinates development of the District's Strategic Plan and other district / department planning and related activities as assigned
- Monitors the status of district / department plans on a regular, systematic basis
- Disseminates information concerning the content of district plans and progress toward their achievement
- Provides technical assistance to schools, departments, and programs in analyzing current status, identifying directions and needs, and developing long-range plans
- Provides support to district and school administrators for an efficient and flowing implementation of School Improvement Plan requirements
- Monitors high school dropout data and produce monthly report by school
- Communicates with DOE regarding graduation and dropout data and prepares summary reports
- Acts as DOE contact for No Child Left Behind Schools Public Accountability Report (NCLB-SPAR)
   and distributes as necessary before the start of school
- Publishes Student Progression Plan and summary data in newspaper by September 1 as required by DOE
- Serves as FLDOE contact for district's planning and policy requirements
- <u>Facilitates publication and distribution of the FLDOE mandated reports, plans, and summary student</u> <u>data by the required date</u>
- Prepares Student Code of Conduct for annual publication and distribution
- Facilitates policy approval process with the School Board, School Board Attorney, Superintendent, and staff
- Serves as the School Board's <u>resource contact person</u> for policy

#### DIRECTOR, STRATEGIC PLANNING AND POLICY

#### ESSENTIAL RESPONSIBILITIES (Continued)

- Researches School Board minutes and other sources to provide information for decision-making and/or problem resolution related to planning and policy
- Maintains accuracy of School Board <u>Planning & Policy websites</u>
- <u>Maintains an up-to-date knowledge of state legislative laws and policies and ensures district's</u> compliance with those policies
- Performs other related duties as assigned

#### TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with the district's approved compensation plan. Length of the work year and hours of employment shall be established by the District.

Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

#### HISTORY OF JOB CLASSIFICATION

ISSUED: 5/72; REVISED: 8/82; TITLE AND MQ'S APPROVED: 8/11/82; REVISED: 10/85; BOARD APPROVED: 4/9/86; FORMAT REVISED: 7/88; REVISED: 9/88; MW BOARD APPROVED: 3/8/89. REVISED: 2/94 DH; BOARD APPROVED: 4/13/94; REVISED (MQ'S): 10/98 PBL; BOARD APPROVED: 10/13/98; REVISED FORMAT, TITLE, MF, ER , ADA, 6/12 LM; BOARD APPROVED: 7/24/13; REVIEWED 8/13 LM

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### DIRECTOR, STRATEGIC PLANNING AND POLICY

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		x			
2. Lift objects weighing 21 to 50 pounds	Х				
3. Lift objects weighing 51 to 100 pounds	Х				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds		X			
6. Carry objects weighing 21 to 50 pounds	X				
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	Х				
9. Standing up to one hour at a time				Х	
10. Standing up to two hours at a time	x				
11. Standing for more than two hours at a time	X				
12. Stooping and bending		Х			
13. Ability to reach and grasp objects		<u> </u>		х	
14. Manual dexterity or fine motor skills					Х
15. Color vision, the ability to identify and distinguish colors				Х	
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects	X		· · · ·		
19. Proofreading and checking documents for accuracy	,				Х
20. Using a keyboard to enter and transform words or data					x
21. Using a video display terminal					X
22. Working in a normal office environment with few physical discomforts					х
<ol> <li>Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions</li> </ol>	х				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	х				
<ol> <li>Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls</li> </ol>	х				
26. Operating automobile, vehicle, or van	Х				
27. Other physical, mental or visual ability required by the job	Х				

Director, Strategic Planning and Policy – ADM

PCSB: Pay Grade: E07 FLSA: Exempt PTS

#### EXECUTIVE MANAGER, DISTRICT ASSESSMENT

#### **REPORTS TO:**

Director, Assessment and Accountability

#### SUPERVISES:

Senior Coordinator, District Assessment Support Staff

#### QUALIFICATIONS:

Master's degree in Education, Educational Research, Mathematics, or Statistics with courses in statistics, educational research, design, and program evaluation; and three (3) years of progressively responsible related professional experience. Experience in evaluation/research design and implementation of projects of varied focus and complexity.

Demonstrated competencies and skills in technical writing. Working knowledge of statistical procedures, and of state, regional, and national research studies, trends, and results pertaining to assessment. Knowledge and experience utilizing Statistical Package for the Social Science (SPSS), Statistical Analyses System (SAS), and other statistical software.

#### PREFERRED:

Five (5) years relevant experience, with three (3) years of experience in Pinellas County Schools

#### MAJOR FUNCTION

Position works in conjunction with district and school-based personnel to develop, implement, and monitor the local formative assessments by adopting scientifically proven educational testing and measurement practices. Coordinates with state and local laws and procedures and incorporates the stated objectives.

- Develops and maintains a district assessment plan and calendar
- Oversees formative testing programs, processes, and compliance
- Coordinates, plans, oversees, and improves the local assessment program
- Supervises the review of district assessments
- Supervises the review, development, and revision of all procedures related to the administration of assessments
- Oversees the development of local assessments for the core subject areas, ensuring assessments meet curriculum standards
- Collaborates with the Teaching and Learning Services department in developing of standard-based district assessments
- Coordinates with external vendor(s) in the implementation and operation of the testing Platform (5)
- Maintains close contact with Florida Department of Education staff for clarification on objectives of formative assessments
- Develops procedures to compile, maintain, and file all reports, records, and other documents related to the local assessment program
- Provides guidance to district staff in the interpretation of district assessments

#### EXECUTIVE MANAGER, DISTRICT ASSESSMENT



- Applies moderately complex to complex mathematical and statistical concepts
- Prepares and issues performance reports based on district assessment instruments
- Performs other related duties as required

#### TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with the district's approved compensation plan. Length of the work year and hours of employment shall be established by the District.

Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

#### HISTORY OF JOB CLASSIFICATION

ISSUED: 8/13 LM; BOARD APPROVED:

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#### EXECUTIVE MANAGER, DISTRICT ASSESSMENT

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds	1	x			
2. Lift objects weighing 21 to 50 pounds	Х				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds		x			
6. Carry objects weighing 21 to 50 pounds	X				
7. Carry objects weighing 51 to 100 pounds	X		-		
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time				x	
10. Standing up to two hours at a time			x		
11. Standing for more than two hours at a time	x				-
12. Stooping and bending		x	-		
13. Ability to reach and grasp objects				x	
14. Manual dexterity or fine motor skills					Х
15. Color vision, the ability to identify and distinguish colors	1			х	
16. Ability to communicate orally					х
17. Ability to hear					х
18. Pushing or pulling carts or other such objects			x		
19. Proofreading and checking documents for accuracy					х
20. Using a computer to enter and transform words or data					х
21. Using various technology tools					х
22. Working in a normal office environment with few physical discomforts					х
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	x				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	x				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	x		·		
26. Operating automobile, vehicle, or van	X				
27. Other physical, mental or visual ability required by the job	х				

Executive Manager, District Assessment- PTS

PCSB: 6439 Pay Grade: <del>C</del> <u>E</u>07

FLSA: Exempt PTS

#### SENIOR COORDINATOR, EXECUTIVE MANAGER, EVALUATION

#### **REPORTS TO:**

Executive Director, Assessment, Accountability and Research

#### SUPERVISES:

Manager, Research Senior Coordinator, District Assessment Senior Coordinator, Professional Development, Achievement Data Analyst Data Analyst Support Staff

#### QUALIFICATIONS:

Master's degree with three (3) years of progressively responsible related professional experience. Experience in evaluation/research design and implementation of projects of varied focus and complexity. Demonstrated competencies and skills in technical writing. Working knowledge of statistical procedures, and of state, regional, and national research studies, trends, and results pertaining to assessment. Knowledge and experience utilizing Statistical Package for the Social Science (SPSS),Statistical Analyses System (SAS), Excel, and other statistical software

#### PREFERRED:

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Five (5) years relevant experience, with three (3) years of experience in Pinellas County

#### MAJOR FUNCTION

Supervises the planning, design, implementation, and reporting of evaluation activities. Supervises the multi-school and or system-wide program evaluation studies and data analysis for research to determine best practices.

- Plans, designs, and conducts evaluations
  - Conducts sound data collections procedures, complex data analysis
- Responsible for participation <u>Participates</u> on <u>in</u> issues related to evaluation and research, as a team member and/or in conjunction with administrative personnel
- Prepares complex reports and summaries requiring specialized knowledge of data analysis and makes presentations of such reports
- Assists with the identification of measurable objectives that address each educational program
- Maintains an awareness of current research and evaluation trends and disseminates information to
  personnel throughout the district
- Collaborates with the Teaching and Learning Services department in analyzing district assessments to assist with progress monitoring
- Provides data and consults with individual schools for the purpose of studying program effectiveness, student-placement, evaluation School Improvement Plans, and disaggregating data
- Leads Request for Proposals (RFP) and selection process for a third-party evaluator
- Manages third-party evaluator(s) on all aspects of evaluations.
- Coordinates the evaluations conducted by outside evaluation groups
- Plans with and assists local government agencies on joint evaluations
- Conducts in-service training and technical assistance for administrators and teachers, on needs
   assessment and data analysis

ESSENTIAL RESPONSIBILITIES (Continued) Maintains an awareness of state, regional, and national research studies; understands state and

#### SENIOR COORDINATOR, EXECUTIVE MANAGER, EVALUATION

#### federal accountability systems and how schools are impacted -Provides outstanding customer service, and uses positive interpersonal communicational skills Prepares selected federal entitlement grant applications in collaboration with other departments and schools; prepares all amendments, reports, and other documentation required by the selected programs Facilitates providing data required for submission of grant application Responds to inquiries or concerns in a timely manner Keeps the immediate supervisor informed, through appropriate channels, of potential problems or unusual events Disseminates information and current research to appropriate personnel Supervises elerical support personnel and graduate interns Makes all decisions and performs all tasks in accordance with Pinellas Public Schools' Organizational Values Ensures compliance with Board rules and applicable federal laws and regulations Demonstrates extensive knowledge of program evaluation design, and written and oral communication skills, and program evaluation Applies moderately complex and complex mathematical and statistical concepts Works cooperatively and collaboratively with other schools, departments, school districts and statelevel entities Coordinates with the external researchers, processes the researcher applications for conducting research in Pinellas County Schools while preserving the students' and staff's rights

- Carries out oral and written instructions and to prepare clear and comprehensive reports
- Performs other related duties as required.

#### TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with the district's approved compensation plan. Length of the work year and hours of employment shall be established by the District.

Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

HISTORY OF JOB CLASSIFICATION ISSUED: 5/09 LM; BOARD APPROVED: 7/28/09; REVISED FORMAT, TITLE, SALARY SCHEDULE, ER, ADA, 8/13 LM; BOARD APPROVED:

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#### SENIOR COORDINATOR, EXECUTIVE MANAGER, EVALUATION

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		x			-
2. Lift objects weighing 21 to 50 pounds	x				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds		X	1		
6. Carry objects weighing 21 to 50 pounds	X				
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time				x	
10. Standing up to two hours at a time			X	<u>^</u>	
11. Standing for more than two hours at a time	x				
12. Stooping and bending		x			
13. Ability to reach and grasp objects		<u> </u>		x	
14. Manual dexterity or fine motor skills				<u> </u>	Х
15. Color vision, the ability to identify and distinguish colors				x	<u> </u>
16. Ability to communicate orally				~	X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects	-		x		<u> </u>
19. Proofreading and checking documents for accuracy		-			х
20. Using a keyboard to enter and transform words or data					X
21. Using a video display terminal					x
22. Working in a normal office environment with few					
physical discomforts					Х
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	x				
24. Working in an area that is very uncomfortable due to					
extreme temperature, noise levels, or other conditions	Х				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts,	x				
bruises or muscle pulls 26. Operating automobile, vehicle, or van					
27. Other physical, mental or visual ability required by the	X				
job	X				

Senior Coordinator, Executive Manager, Evaluation - PTS

PCSB: Pay Grade: C07 E07

FLSA: Exempt PTS

## SENIOR COORDINATOR DIFFERENTIATED EXECUTIVE MANAGER, ACCOUNTABILITY

#### **REPORTS TO:**

Director, Assessment and Accountability

SUPERVISES: Data Analyst

#### QUALIFICATIONS:

Master's degree in Education, Educational Research, Mathematics, or Statistics with courses in statistics, educational research, design, and program evaluation and three (3) years of progressively responsible related professional experience. Experience in evaluation/research design and implementation of projects of varied focus and complexity.

Demonstrated competencies and skills in technical writing. Working knowledge of statistical procedures, and of state, regional, and national research studies, trends, and results pertaining to educational accountability. Knowledge and experience utilizing Statistical Package for the Social Science (SPSS), Statistical Analyses System (SAS), and other statistical software.

#### PREFERRED:

Five (5) years relevant experience, with three (3) years of experience in Pinellas County Schools

#### MAJOR FUNCTION

Position works in conjunction with school based personnel and district level administrators to develop interventions, which emphasize the importance of adopting scientifically proven educational practice and programs to increase student achievement. Coordinates the development, implementation, and monitoring of state mandates accountability. evaluation of the district roles and responsibilities of Differentiated Accountability Model in compliance with the requirements outlined. Applies an advanced understanding of state laws, rules, policies, and procedures in the specialized area of state and district accountability processes and databases in order to organize, manage, monitor and execute accountability data management and reporting.

- <u>Coordinate collection, reporting, management, and corrections for state and district accountability</u> processes including graduation rate, school grading, and federal accountability measures
- Monitors high school dropout data and produce monthly report by school
- Communicates with FLDOE regarding graduation and dropout data and prepares summary reports
- <u>Coordinates the preparation and distribution of periodic reports and information related to</u> accountability services and activities to assist the district and schools in monitoring and reporting of accountability data
- Organizes information, performs calculations and prepares statistical data in the form of accountability files and reports
- Works with the Technology and Information Services department to provide reports and databases
   for monitoring and reporting of accountability data
- Trains school-based staff in the procedures for the management of accountability processes, reports, websites and databases that affect school and district accountability calculations
- Provides technical assistance and support for school and district personnel in the understanding and application of state and federal accountability mandates

#### SENIOR COORDINATOR DIFFERENTIATED EXECUTIVE MANAGER, ACCOUNTABILITY

#### ESSENTIAL RESPONSIBILITIES (Continued)

- Develops and maintains a calendar of state and district accountability requirements
- Operates as liaison to the Florida Department of Education and district personnel for state
   accountability processes
- Attends accountability meetings and training sessions conducted by the Department of Education
- Maintains records to monitor budget status and expenditures
- Prepares reports and makes presentations as needed
- Reviews, processes and monitors all schools in the Differentiated Accountability Model Ensures consistent execution of the required implementations
- Provides consultation to the schools
- Attends conference calls, webinars and technical assistance workshops to remain aware of current Differentiated Accountability Model practices
- Provides system-wide in-service on Differentiated Accountability
- Confers with teachers, parents and administrators regarding Differentiated Accountability
- Presents information effectively to school based personnel, district staff, the school board and public groups
- Coordinates reporting of required DOE data collection for Differentiated Accountability Model
- Interprets an extensive variety of technical instructions in mathematical or diagram form and deals with several abstract and concrete variables
- Reads, analyzes, and interprets professional journals, financial reports, and common legal documents
- Reviews board policies and procedures relevant for compliance of Differentiated Accountability
- Designs, documents and analyzes Differentiated Accountability Model systems and procedures
- Collaborates with schools in developing appropriate interventions and strategies based on level of intervention in the Differentiated Accountability Model
- Provides consultative services in evaluation and research to countywide and individual school personnel
- Develops and delivers technical training programs and teaches Differentiated Accountability Model concepts
- Assists—schools in defining problems, collecting data, establishing facts, and drawing valid conclusions
- Provides recommendations for intervention and support based on presented data
- Responsible for evaluation and research design, sampling, design of data collection instruments
   along with data collection strategies, statistical analysis and execution for Differentiated
   Accountability; plans and follows through on required evaluation and research timelines
- Applies moderately complex to complex mathematical and statistical concepts such as frequency distribution, percentages, averages, tendencies, trends, and norms
- Applies complex mathematical and statistical concepts such as test reliability and validity, analysis of variance, correlation techniques, sampling theory, and factor analysis
- Utilizes knowledge of applicable computer-software and provides program information for system input
- Establishes and maintains effective working relationships with students, staff and the community
- Manifests a professional code of ethics and values
- Performs duties with awareness of and adherence to all district requirements, policies and procedures
- Keeps abreast of State and Federal educational legislation, State Board of Education (SBE) mandates and Florida Department of Education (FDOE)-policies and procedures
- Functions in a team environment with other school-based and district-level staff
- Assists with the planning, design, and implementation of evaluations and research for school-based and district wide accountability topics
- Responsible for participation on issues related to evaluation and research, as a team member and/or in-conjunction with administrative personnel
- Performs other related duties as required

#### SENIOR COORDINATOR DIFFERENTIATED EXECUTIVE MANAGER, ACCOUNTABILITY

#### TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with the district's approved compensation plan. Length of the work year and hours of employment shall be established by the District.

Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

#### HISTORY OF JOB CLASSIFICATION

ISSUED: 5/09 LM; BOARD APPROVED: 6/17/09; REVISED FORMAT, TITLE, SALARY SCHEDULE, MF, ER, ADA, 8/13 LM; BOARD APPROVED:

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10.8.a

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#### SENIOR COORDINATOR DIFFERENTIATED EXECUTIVE MANAGER, ACCOUNTABILITY

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		X			
2. Lift objects weighing 21 to 50 pounds	Х	· · · · · · · · · · · · · · · · · · ·			
3. Lift objects weighing 51 to 100 pounds	Х				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds		Х			
6. Carry objects weighing 21 to 50 pounds	X				
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	Х				
9. Standing up to one hour at a time				Х	
10. Standing up to two hours at a time			х		
11. Standing for more than two hours at a time	X				
12. Stooping and bending		Х			
13. Ability to reach and grasp objects				Х	
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify and distinguish colors				Х	1
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects			Х		
19. Proofreading and checking documents for accuracy					x
20. Using a computer to enter and transform words or data				·	X
21. Using various technology tools					X
22. Working in a normal office environment with few physical discomforts					х
<ol> <li>Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions</li> </ol>	x				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	Х				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	x				
26. Operating automobile, vehicle, or van	Х				
27. Other physical, mental or visual ability required by the job	X				

Senior-Goordinator Differentiated Executive Manager, Accountability -- PTS

PCSB: Pay Grade: É06 FLSA: Exempt PTS

#### SENIOR COORDINATOR, DISTRICT ASSESSMENT

#### **REPORTS TO:**

Executive Manager, District Assessment

#### SUPERVISES:

Not Applicable

#### **QUALIFICATIONS:**

Bachelor's degree from an accredited college or university with five (5) years of progressively responsible work experience demonstrating exceptional organizational, management, and communication skills. Experience in educational setting including successful experience analyzing student performance data and knowledge of designing and implementing educational assessment

#### MAJOR FUNCTION

Responsible for assisting in planning and implementing the District Testing Program. Training teachers in test development, administration, and understanding of test results.

- Plans and implements staff training in the areas of test development, test security, administration, and data collection
- Trains school personnel in the use of assessment platforms, including teacher and student software use, report generation, and creation of probes and assessments
- Trains teachers in essentials of developing assessments by using the best practices in test construction methodology
- Trains school-based test coordinators in the procedures for conducting the administration of each of the state assessments and the laws the affect those assessments
- Trains school-based staff in identifying and administering assessments with consideration of specialneeds students
- Supervises test administration, test security, and administration procedures of district assessments
- Prepares and arranges for shipment and pickup of testing materials to and from test sites
- Orders, organizes, stores, and inventories district-wide assessment materials as directed
- Collaborates with the Technology and Information Systems department to determine data needs and formats for collecting, reporting, and retrieval processes
- Coordinates the collection and dissemination of test data to schools
- Coordinates the preparation and distribution of periodic reports and information related to test procedures and activities
- Supervises test administration, tests security procedures, and make-up administration procedures of each assessment
- Collaborates with Teaching and Learning Services and Technology Information Systems departments, school, and warehouse personnel in order to manage distribution, administration, and collection of test material and information
- Performs other related duties as required

#### SENIOR COORDINATOR, DISTRICT ASSESSMENT

#### TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with the district's approved compensation plan. Length of the work year and hours of employment shall be established by the District.

Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

#### HISTORY OF JOB CLASSIFICATION

ISSUED: 8/13, LM; BOARD APPROVED:

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds				х	
2. Lift objects weighing 21 to 50 pounds				Х	
3. Lift objects weighing 51 to 100 pounds			X		
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds				Х	
6. Carry objects weighing 21 to 50 pounds				Х	
7. Carry objects weighing 51 to 100 pounds				Х	
8. Carry objects weighing 100 pounds or more	Х				
9. Standing up to one hour at a time	1			Х	
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	X		1		
12. Stooping and bending				Х	
13. Ability to reach and grasp objects					Х
14. Manual dexterity or fine motor skills					Х
15. Color vision, the ability to identify and distinguish colors				Х	
16. Ability to communicate orally					Х
17. Ability to hear					Х
18. Pushing or pulling carts or other such objects			х		
19. Proofreading and checking documents for accuracy					Х
20. Using a computer to enter and transform words or data					х
21. Using various technology tools					Х
22. Working in a normal office environment with few physical discomforts					х
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	х				
<ol> <li>Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions</li> </ol>	х				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	x				
26. Operating automobile, vehicle, or van	Х				
27. Other physical, mental or visual ability required by the job	X				

Senior Coordinator, District Assessment - PTS

PCSB: Pay Grade: E06 FLSA: Exempt PTS

#### SENIOR COORDINATOR, PROFESSIONAL DEVELOPMENT ACHIEVEMENT DATA ANALYST

#### **REPORTS TO:**

Executive Manager, Evaluation

#### SUPERVISES:

Not Applicable

#### QUALIFICATIONS:

Bachelor's degree from an accredited college or university with five (5) years of progressively responsible work experience demonstrating exceptional organizational, management, and communication skills. Experience in educational setting including successful experience analyzing student performance data and designing and implementing training for district or school-based personnel.

#### MAJOR FUNCTION

Provides training to district and school personnel in understanding the achievement data generated from assessments to be used to impact instruction and produce positive results in student achievement

- Designs and conducts training for district or school-based personnel in all facets of data interpretation
   and data inquiries
- Trains district and school-based personnel to prepare participants to lead data discussions
- Trains district and school-based personnel in using different types of data to make timely, appropriate decisions about curriculum, assessment, and instruction
- Trains district and school-based personnel to connect evidence from state and district assessments to an action plan that targets achievement goals
- Assists teachers in disaggregating assessment data to look for achievement patterns based on demographics, disciplines, standards, and other criteria
- Trains district and school-based personnel to identify and prioritize intervention actions based on
  results of data analysis and disaggregation
- Provides training for the administrative team and school staff which results in a culture that practices data alertness and commitment to closing the achievement gap
- Works with administrators to identify school data leaders and collaboratively plans training for school staff
- Builds support for the district and school data leaders that defines and empowers their work
- · Provides training to improve the data leader's capacity and effectiveness
- Assists district staff, teachers, and administrator in developing and maintaining electronic databases necessary to track, document, and monitor individual and targeted groups of students who are not meeting state and district expectation
- Utilizes the knowledge of current educational research in identifying schools' and district's improvement opportunities
- Explores and recommends research-based strategies to help identified achievement areas in need of improvement
- Demonstrate an understanding of federal and state laws and district policies
- Performs other related duties as required

#### SENIOR COORDINATOR, PROFESSIONAL DEVELOPMENT ACHIEVEMENT DATA ANALYST

#### TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with the district's approved compensation plan. Length of the work year and hours of employment shall be established by the District.

Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

HISTORY OF JOB CLASSIFICATION ISSUED: 8/13 LM; BOARD APPROVED:

#### SENIOR COORDINATOR, PROFESSIONAL DEVELOPMENT ACHIEVEMENT DATA ANALYST

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds				x	
2. Lift objects weighing 21 to 50 pounds				Х	
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds				Х	
6. Carry objects weighing 21 to 50 pounds				Х	
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time				Х	
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	Х				
12. Stooping and bending				Х	
13. Ability to reach and grasp objects					X
14. Manual dexterity or fine motor skills					х
15. Color vision, the ability to identify and distinguish colors	-			Х	
16. Ability to communicate orally					х
17. Ability to hear				· · · ·	Х
18. Pushing or pulling carts or other such objects			х		
19. Proofreading and checking documents for accuracy					Х
20. Using a keyboard to enter and transform words or data					х
21. Using various technology tools					Х
22. Working in a normal office environment with few physical discomforts					х
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	x				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	Х				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	х		- - -		
26. Operating automobile, vehicle, or van	Х				
27. Other physical, mental or visual ability required by the job	Х				

Senior Coordinator, Professional Development Achievement Data Analyst - PTS

PCSB: 6441 Pay Grade: *€* <u>E</u>06 FLSA: Exempt PTS

#### MANAGER, RESEARCH SPECIALIST

#### **REPORTS TO:**

Executive Manager, Evaluation

#### SUPERVISES:

Not Applicable

#### QUALIFICATIONS:

Master's degree in Education with one (1) year of experience in evaluation/research design and implementation for projects of varied focus and complexity.

Master's degree with three (3) years of experience demonstrating increasing responsibility for evaluation and research projects.

#### PREFERRED:

Master's degree with fEive (5) years of progressive experience with the development, implementation, analysis, and reporting of evaluation and research projects.

#### MAJOR FUNCTION

Position performs responsible complex technical and analytical work providing assistance in the design and implementation of evaluation and research studies district-wide. Work is performed under general supervision with considerable independence and discretion to meet the needs of the Assessment, Accountability, and Research and Accountability Department.

- Assists with the planning, design, and implementation of evaluations and research for school-based and district-wide programs and topics
- Responsible for participation on issues related to evaluation and research, as a team member and/or in conjunction with administrative personnel
- Provides, as requested, expertise and support to the schools, learning communities, and district departments in the areas of data analysis and interpretation in order to facilitate student learning
- Responsible for evaluation and research design, sampling, <u>and</u> design of data collection instruments along with data collection strategies, statistical analysis and execution for assigned project; plans and follows through on evaluation and research timelines
- · Performs statistical analysis, prepares reports, and makes presentation as needed
- Plans and follows through on evaluation and research timelines
- Prepares reports and makes presentations as needed
- Interacts with evolving technologies in order to perform complex statistical analysis through computer software, programs, and systems
- Assists district personnel with survey composition and data collection methods.
- Performs other related duties as required

#### MANAGER, RESEARCH SPECIALIST

#### TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with the district's approved compensation plan. Length of the work year and hours of employment shall be established by the District.

Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

#### HISTORY OF JOB CLASSIFICATION

ISSUED: 3/82; FORMAT REVISED: 7/88; REVISED: 4/89 MW; BOARD APPROVED: 4/26/89 REVISED: 7/93 BMP; BOARD APPROVED: 7/28/93; REVISED (MQ's): 10/98 PBL; BOARD APPROVED: 10/13/98; REVISED (D&R's) RECLASSIFICATION: 7/10 RAS; BOARD APPROVED: 9/28/2010; REVISED FORMAT, TITLE, SALARY SCHEDULE, PREFERRED, MF, ER, ADA, 8/13 LM; BOARD APPROVED:

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#### MANAGER, RESEARCH SPECIALIST

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		Х			
2. Lift objects weighing 21 to 50 pounds		Х			
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds		Х			
6. Carry objects weighing 21 to 50 pounds		Х			
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	x				
9. Standing up to one hour at a time				Х	
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	Х				
12. Stooping and bending		Х			
13. Ability to reach and grasp objects				Х	
14. Manual dexterity or fine motor skills					Х
15. Color vision, the ability to identify and distinguish colors				Х	
16. Ability to communicate orally					х
17. Ability to hear					х
18. Pushing or pulling carts or other such objects	Х				
19. Proofreading and checking documents for accuracy					Х
20. Using a computer to enter and transform words or data					х
21. Using various technology tools					Х
22. Working in a normal office environment with few physical discomforts					х
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	x				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	х				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	х				
26. Operating automobile, vehicle, or van	Х				
27. Other physical, mental or visual ability required by the job	x				

Manager, Research Specialist - PTS

PCSB:

Pay Grade: E03

FLSA: Exempt PTS

#### DATA ANALYST

#### **REPORTS TO:**

Executive Manager, Accountability

#### SUPERVISES:

Not Applicable

#### **QUALIFICATIONS:**

Bachelor's degree from an accredited college or university in Computer Science or related field, plus two (2) years progressively responsible experience in related field; or an equivalent combination of education, training, and related experience.

#### MAJOR FUNCTION

Performs complex technical work developing, maintaining, and supporting database applications. Analyzes, interprets information and data. Creates and provides custom reports. Work is performed independently and reviewed through periodic reports, conferences, and effectiveness of results obtained.

- Accesses all necessary data sources to download and collect data for research and evaluation purposes
- Maintains electronic databases necessary to track, document, and monitor students files
- · Monitors information needs to meet changing requirements
- Serves as liaison with Technology and Information Systems staff in systems design improvement and resolution of programming and/or related problems
- Monitors data quality
- · Creates simple data summaries and charts
- · Consults with users on the creation, analysis, and utilization of data
- Produces custom reports and data files
- · Collaborates with other departments on processes and projects
- · Researches, analyzes, designs, and maintains desktop computer systems
- Works to identify, resolve, and/or correct various system errors or failures
- Addresses problems in hardware, software, and/or procedures
- Responsible for coordinating the development, maintenance, and support of departmental website(s)
- Trains users in the operation of new or modified systems and programs
- · Meets with administrators and/or employees regarding departmental or division issues
- May maintain departmental security access for network files
- · Performs other related work as required

#### DATA ANALYST

#### TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with the district's approved compensation plan. Length of the work year and hours of employment shall be established by the District.

Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

#### HISTORY OF JOB CLASSIFICATION

ISSUED: 8/13 LM; BOARD APPROVED:

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#### DATA ANALYST

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		X			
2. Lift objects weighing 21 to 50 pounds	X				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds		Х			
6. Carry objects weighing 21 to 50 pounds	X	· · ···			
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time	X				
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	X				
12. Stooping and bending		Х			
13. Ability to reach and grasp objects				Х	
14. Manual dexterity or fine motor skills					х
15. Color vision, the ability to identify and distinguish colors				Х	
16. Ability to communicate orally					Х
17. Ability to hear	-				х
18. Pushing or pulling carts or other such objects	X				
19. Proofreading and checking documents for accuracy					X
20. Using a keyboard to enter and transform words or data					х
21. Using a video display terminal					Х
22. Working in a normal office environment with few physical discomforts	-				х
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	x				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	×				
26. Operating automobile, vehicle, or van	X				
27. Other physical, mental or visual ability required by the job	х				

Data Analyst - PTS

PCSB: 6461 Pay Grade: <del>C02</del> E02 FLSA: Exempt PTS

#### **TESTING SPECIALIST ANALYST**

#### **REPORTS TO:**

Director, Assessment and Accountability

#### SUPERVISES:

Not applicable

#### QUALIFICATIONS:

Graduation from an accredited college or university with a Bachelor's degree from an accredited college or university and five (5) years of progressively responsible work experience demonstrating exceptional organizational, management, and communication skills. Experience in educational setting including successful experience analyzing student performance data. Working knowledge of student information systems and demonstrated knowledge and experience in the use of Microsoft Word and Excel.

#### MAJOR FUNCTION

Coordinates the district's student assessment program including the organization, management, and reporting/analysis of results in compliance with state laws, rules, and procedures.

- Applies an advanced understanding of state laws, rules, policies, and procedures in the specialized area of state and county assessments in order to organize, manage, and execute assessments
- Coordinates the preparation and distribution of periodic reports and information related to test procedures and activities
- Assists and develops with the preparation of district, state, and federal plans, projects, and reports appropriate to the department
- Performs detailed study and analysis of confidential student assessment data, statistics, and written and verbal technical information
- Organizes information, performs calculations, and prepares statistical data in the form of specialized reports, records, charts, and graphs
- Trains school-based test coordinators in the procedures for conducting the administration of each of the state assessments and the laws that affect those assessments
- Supervises test administration, tests security procedures, and make-up administration procedures of each assessment
- Operates as liaison to the Florida Department of Education and the testing contractors for state assessments
- Provides technical guidance for assisting school and district personnel
- Maintains calendar and initiates actions with test coordinators and warehouse supervisors in order to manage distribution and return of test materials
- Manages return of test materials to testing contractors
- Attends regional assessment meetings and training sessions conducted by the Florida Department of Education
- Maintains, updates, and reconciles conflicts in confidential testing data on the Student Information System
- Maintains records to monitor budget status and expenditures
- Prepares answer documents for in-house scoring
- Performs <u>other</u> related duties as required

#### TESTING SPECIALIST ANALYST

#### TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with the district's approved compensation plan. Length of the work year and hours of employment shall be established by the District.

Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

#### HISTORY OF JOB CLASSIFICATION

ISSUED: 1/11 RAS; BOARD APPROVED: 1/25/11; REVISED FORMAT, TITLE, SALAY SCHEDULE, ADA, 9/13 LM; BOARD APPROVED:

### TESTING SPECIALIST ANALYST

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds				X	
2. Lift objects weighing 21 to 50 pounds				Х	
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	x				
5. Carry objects weighing up to 20 pounds				X	
6. Carry objects weighing 21 to 50 pounds				X	
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time				Х	
10. Standing up to two hours at a time	x				
11. Standing for more than two hours at a time	x				
12. Stooping and bending				х	
13. Ability to reach and grasp objects			-		Х
14. Manual dexterity or fine motor skills	3				X
15. Color vision, the ability to identify and distinguish colors				Х	
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects			х		~
19. Proofreading and checking documents for accuracy	[				X
20. Using a computer to enter and transform words or data					X
21. Using various technology tools					X
22. Working in a normal office environment with few					 X
<ul> <li>physical discomforts</li> <li>23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions</li> </ul>	x				
<ul><li>24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions</li></ul>	х				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	х				
26. Operating automobile, vehicle, or van	Х				
27. Other physical, mental or visual ability required by the job	х				

Testing Specialist Analyst PTS

#### 10/22/13 05:30 PM Regular School Board Meeting 301 Fourth Street SW

Largo, FL 33770

### Pinellas County Schools

#### SCHEDULED



#### **REQUEST FOR APPROVAL (ID # 4285)**

#### October 22, 2013

- TO: MEMBERS OF THE SCHOOL BOARD OF PINELLAS COUNTY
- FROM: MICHAEL A. GREGO, Ed.D., SUPERINTENDENT

## SUBJECT: Request Approval to Create the Following Job Descriptions Which Will Be Effective October 23, 2013

- Director, Career, Technical, and Adult Education Postsecondary (ADM C09)
- Director, Career, Technical, and Adult Education Secondary (ADM C09)
- Apprenticeships and Work-Based Learning Specialist (PTS E07)

#### BACKGROUND:

The restructuring of the Department of Career, Technical, and Adult Education will provide the highest student achievement through career preparation and lifelong learning to the secondary and postsecondary programs as we move forward.

The proposed job descriptions accurately reflect the minimum qualifications and better align the duties and requirements with actual job responsibilities and tasks and encourage a more comprehensively trained staff.

STRATEGIC DIRECTION/GOAL: Effective and Efficient Use of Resources

#### ALTERNATIVES:

- 1. Approve the creation of the job descriptions
- 2. Do not approve the creation of the job descriptions

RECOMMENDATION:

Alternative #1 is recommended

#### RATIONALE:

To better align administrative positions within the district towards a goal to increase student achievement, while ensuring focus of curriculum, instruction and assessment on a continuous improvement of student engagement and academic achievement.

#### IMPACT STATEMENT:

Funds for the reorganization of the Career, Technical, and Adult Education department are available through the general operating budget and workforce funds.

#### DATA SOURCE:

Pam Moore, Associate Superintendent, Teaching and Learning David Barnes, Executive Director, Career, Technical, and Adult Education

Page 1

#### Lill McKendry, Compensation Analyst

### SUBMITTED BY:

Ron Ciranna, J.D., Assistant Superintendent, Human Resources Services

#### ATTACHMENTS:

• CTAE Reorganization (PDF)

## **Teaching and Learning Services**





Revised 9/20/2013 Packet Pg. 143

PCSB: Pay Grade: C09 FLSA: Exempt Administrative

## DIRECTOR, CAREER, TECHNICAL, AND ADULT EDUCATION – POSTSECONDARY

#### REPORTS TO:

Executive Director, Career, Technical, and Adult Education

#### SUPERVISES:

Director, Pinellas Technical Education Center Clearwater Director, Pinellas Technical Education Center St. Petersburg Director, Tomlinson Adult Learning Center Managing Officer, Adult Education Support Staff

#### **QUALIFICATIONS:**

Master's degree with certification in Adult Administration, Vocational Director, Administration/ Supervision, Educational Leadership, School Principal, or an equivalent certification as defined by the Florida Department of Education. Minimum of three (3) years administrative or supervisory experience and five (5) years related professional experience in career, technical, or adult education. Demonstrated abilities in management and supervision. Demonstrated organizational and communication skills.

#### MAJOR FUNCTION

The Director, Career, Technical, and Adult Education – Postsecondary assists the Executive Director, Career, Technical, and Adult Education (CTAE) with overall department operations. The Director has primary responsibility for the administration and supervision of postsecondary career, technical and adult education programs countywide. In addition, the Director shares leadership in the planning, organizing, coordinating, and evaluating of all postsecondary career and technical programs.

- Assists the Executive Director, CTAE in developing, deploying, and maintaining a comprehensive
  postsecondary career education system including planning, organizing, coordinating, deploying and
  evaluating of all postsecondary career technical programs including the Pinellas Technical Education
  Centers; Clearwater and Dixie Hollins Adult Education Centers; Lakewood, Northeast, and Palm
  Harbor Community Schools; and Tomlinson Adult Learning Center
- Works cooperatively with the Director, Career, Technical, and Adult Education Secondary, in coordinating dual enrollment programs and other activities spanning the K-12 and postsecondary levels
- Participates in departmental FTE projections, staffing model recommendations, public relations, and development of policies and procedures
- Oversees, manages, and allocates the Workforce Education Fund
- Prepares and manages assigned budgets
- Develops and oversees a district-wide postsecondary marketing plan
- Supervises the development of curriculum, instructional methods, and accountability for all postsecondary career, technical, and adult education programs
- Provides guidance and direction to CTAE supervisors in the areas of personnel, budget, professional development, and joint projects as they relate to postsecondary programs
- Assists with the development and publication of curriculum materials, textbook recommendations and course code directories
10.9.a

- Assists in the communication of program information to all K-12 principals, assistant principals, and subject area supervisors
- Coordinates activities related to countywide graduation
- Assists the Executive Director, CTAE in the development of grants, project proposals, and interagency contracts and agreements
- Plans, implements, and monitors selected grants and required DOE documents.
- Maintains close relationships with community agencies
- Assists with the planning of educational specifications for career, technical, and adult education facilities
- Plans and conducts curriculum committee meetings
- Provides direct assistance in the day-to-day execution of departmental activities
- Coordinates programs and projects for special need populations, such as students with disabilities, limited English proficient, and economically disadvantaged
- Represents the Superintendent and Executive Director, CTAE on standing district committees and community agency/partner organizations
- Assists with data collection, analysis, and reporting
- Plans and conducts meetings and training for school-based personnel.
- Responsible for district development and deployment of new postsecondary career technical programs
- Monitors current labor market information and uses that information in establishing short- and longrange goals for the department
- Performs related work as required

# TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with the district's approved compensation plan. Length of the work year and hours of employment shall be established by the District.

Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

# HISTORY OF JOB CLASSIFICATION

ISSUED: 10/13 LM; BOARD APPROVED:

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		Х			
2. Lift objects weighing 21 to 50 pounds	Х				
3. Lift objects weighing 51 to 100 pounds	Х				
4. Lift objects weighing more than 100 pounds	Х				
5. Carry objects weighing up to 20 pounds		Х			
6. Carry objects weighing 21 to 50 pounds	Х				
7. Carry objects weighing 51 to 100 pounds	Х				
8. Carry objects weighing 100 pounds or more	Х				
9. Standing up to one hour at a time				Х	
10. Standing up to two hours at a time	Х				
11. Standing for more than two hours at a time	Х				
12. Stooping and bending	Х				
13. Ability to reach and grasp objects				Х	
14. Manual dexterity or fine motor skills					Х
15. Color vision, the ability to identify and distinguish colors				Х	
16. Ability to communicate orally					Х
17. Ability to hear					Х
18. Pushing or pulling carts or other such objects	Х				
19. Proofreading and checking documents for accuracy					Х
20. Using a computer to enter and transform words or data					Х
21. Using various technology tools					Х
22. Working in a normal office environment with few physical discomforts					Х
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	х				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	Х				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	х				
26. Operating automobile, vehicle, or van	Х				
27. Other physical, mental or visual ability required by the job	Х				

Director, Career, Technical, and Adult Education – Postsecondary – ADM

### PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB: Pay Grade: C09 FLSA: Exempt Administrative

# DIRECTOR, CAREER, TECHNICAL, AND ADULT EDUCATION – SECONDARY

### REPORTS TO:

Executive Director, Career, Technical, and Adult Education

#### SUPERVISES:

Program Manager, Career, Technical, and Adult Education Business Technologies and Diversified Education Specialist Industrial, Technology, and Agribusiness Education Specialist Family and Consumer Sciences and Health Science Education Specialist Apprenticeships, Work-Based Learning Specialist Administrator, Gus Stavros Institute Support Staff

### QUALIFICATIONS:

Master's degree with certification in Adult Administration, Vocational Director, Administration/ Supervision, Educational Leadership, School Principal, or an equivalent certification as defined by the Florida Department of Education. Minimum of three (3) years administrative or supervisory experience and five (5) years related professional experience in career technical or adult education. Demonstrated abilities in management and supervision. Demonstrated organizational and communication skills.

#### MAJOR FUNCTION

The Director, Career, Technical, and Adult Education - Secondary assists the Executive Director, Career, Technical, and Adult Education (CTAE) with the oversight of all K-12 operations for the Department of Career, Technical, and Adult Education. The Director has primary responsibility for the administration and supervision of all K-12 career and technical programs, Enterprise Village, and Finance Park at the Stavros Institute. In addition, the Director works with the Executive Director, CTAE and shares leadership in the planning, organizing, coordinating, deployment, and evaluating of all K-12 career technical programs including the Academies of Pinellas; centers of excellence, career academies, career and professional education programs, and career-themed programs.

#### **ESSENTIAL RESPONSIBILITIES**

- Assists the Executive Director, CTAE in developing, deploying, and maintaining a comprehensive K-12 career education system including planning, organizing, coordinating, deploying, and evaluating of all K-12 career technical programs including the Academies of Pinellas; centers of excellence, career academies, career and professional education programs, and career-themed programs
- Works cooperatively with the Director, Career, Technical, and Adult Education Postsecondary, in coordinating dual enrollment programs and other activities spanning the K-12 and postsecondary levels
- Helps define and interpret the district's educational goals
- Oversees K-12 career technical comprehensive program reviews
- Participates in departmental FTE projections, staffing model recommendations, public relations, marketing, and development of policies and procedures
- Prepares and manages assigned budgets
- Supervises the development of curriculum and instructional methods and accountability for all K-12 career technical programs
- Provides guidance and direction to career, technical, and adult education supervisors in the areas of personnel, budget, professional development, and joint projects.
- Oversees, manages, and is responsible for the district's secondary industry certification program

# ESSENTIAL RESPONSIBILITIES (Continued)

- Oversees, manages, and allocates secondary industry certification bonus funds
- Assists with the development and publication of curriculum materials, textbook recommendations and course code directories
- Assists in the communication of curriculum information to all principals, assistant principals, and subject area supervisors
- Assists the Executive Director, CTAE in the development of grants, project proposals, and interagency contracts and agreements
- Plans, implements, and monitors selected grants and required DOE documents
- Maintains close relationships with community agencies
- Assists with the planning of educational specifications for career, technical, and adult education facilities
- Plans and conducts curriculum committee meetings
- · Provides direct assistance in the day-to-day execution of departmental activities
- Represents the Superintendent and Executive Director, CTAE on standing district committees and community agency/partner organizations
- Encourages and facilitates the involvement of the corporate community and community partners in the ongoing operation and evaluation of K-12 career technical programs
- Assists with data collection, analysis and reporting
- Plans and conducts meetings and training for school-based personnel
- Responsible for district development and deployment of new secondary career technical programs
- Monitors current labor market information and uses that information in establishing short- and longrange goals for the department
- Performs other related work as required

#### TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with the district's approved compensation plan. Length of the work year and hours of employment shall be established by the District.

Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

#### HISTORY OF JOB CLASSIFICATION

ISSUED: 10/13 LM; BOARD APPROVED:

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		Х			
2. Lift objects weighing 21 to 50 pounds	Х				
3. Lift objects weighing 51 to 100 pounds	Х				
4. Lift objects weighing more than 100 pounds	Х				
5. Carry objects weighing up to 20 pounds		Х			
6. Carry objects weighing 21 to 50 pounds	Х				
7. Carry objects weighing 51 to 100 pounds	Х				
8. Carry objects weighing 100 pounds or more	Х				
9. Standing up to one hour at a time				Х	
10. Standing up to two hours at a time	Х				
11. Standing for more than two hours at a time	Х				
12. Stooping and bending	Х				
13. Ability to reach and grasp objects				Х	
14. Manual dexterity or fine motor skills					Х
15. Color vision, the ability to identify and distinguish colors				Х	
16. Ability to communicate orally					Х
17. Ability to hear					Х
18. Pushing or pulling carts or other such objects	Х				
19. Proofreading and checking documents for accuracy					Х
20. Using a computer to enter and transform words or data					Х
21. Using various technology tools					Х
22. Working in a normal office environment with few physical discomforts					Х
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	х				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	Х				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	х				
26. Operating automobile, vehicle, or van	Х				
27. Other physical, mental or visual ability required by the job	Х				

Director, Career, Technical, and Adult Education - Secondary - ADM

### PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB: Pay Grade: E07 FLSA: Exempt PTS

# APPRENTICESHIPS AND WORK-BASED LEARNING SPECIALIST

#### REPORTS TO:

Director, Career, Technical, and Adult Education - Secondary

# SUPERVISES:

Summer Pre-Apprentice Program, Teachers, and Students

### **QUALIFICATIONS**:

Bachelor's degree from an accredited college or university with certification as defined by the Florida Department of Education. Five (5) years of related professional experience. Three (3) years of successful teaching and/or administrative experience in a related vocational program. Experience in curriculum development and staff development.

#### PREFERRED:

Master's degree in Adult Administration, Vocational Director, Administration/Supervision, Educational Leadership, or School Principal.

### MAJOR FUNCTION

Oversees apprentice and pre-apprentice programs both secondary and postsecondary districtwide. Responsible for the development and implementation of pre-apprenticeship and apprenticeship programs and opportunities with new and existing employers. Oversees summer pre-apprenticeship programs, teachers, and students. Coordinates with other specialists' work-based learning programs.

#### ESSENTIAL RESPONSIBILITIES

- Coordinates the Apprentice and Work-Based Learning Programs
- Responsible for development and ongoing operation of new apprenticeship and work-based learning programs
- Monitors and coordinates current apprenticeship programs with the Florida Department of Labor and local industry
- · Meets frequently in the evenings with the apprenticeship committees
- Supervises summer youth apprentice programs
- Recruits businesses, corporate entities, and agencies for pre-apprentice and apprentice opportunities
- Establishes and maintains an ongoing survey of business and industry training needs
- Maintains coordination between Pinellas Council on Economic Development and CTAE
- Coordinates research and development of programs for new and emerging companies
- Assists all CTAE programs in the development and operation of program advisory committees
- Maintains yearly schedules and minutes of all advisory committee meetings
- Attends program advisory committee meetings as necessary
- Serves as liaison between appropriate school personnel, industry personnel, and other agencies
- Facilitates writing and editing of curriculum guides for specific industries
- Maintains ongoing study of community labor needs, coordinating with local industry
- Advises new instructors with their procedures and responsibilities
- Performs follow up studies on completed classes

# ESSENTIAL RESPONSIBILITIES (Continued)

- Markets programs to business and industry, Chamber of Commerce, civic organizations, and advisory committees
- Keeps abreast of educational training trends and implements new programs based on demand
- Serves as a public relations link between local companies and CTAE
- Observes training programs, both on and off site
- Develops public relations materials such as audio visual presentations, folders, brochures, newsletters, and annual reports
- Works to secure grant funds to support current and new programs
- Recruits and recommends part-time instructors for various industry classes
- Performs other related duties as required

# TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with the district's approved compensation plan. Length of the work year and hours of employment shall be established by the District.

Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

# HISTORY OF JOB CLASSIFICATION

ISSUED: 10/13 LM; BOARD APPROVED:

10.9.a
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# APPRENTICESHIPS AND WORK-BASED LEARNING SPECIALIST

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		Х			
2. Lift objects weighing 21 to 50 pounds		Х			
3. Lift objects weighing 51 to 100 pounds	Х				
4. Lift objects weighing more than 100 pounds	Х				
5. Carry objects weighing up to 20 pounds		Х			
6. Carry objects weighing 21 to 50 pounds		Х			
7. Carry objects weighing 51 to 100 pounds	Х				
8. Carry objects weighing 100 pounds or more	Х				
9. Standing up to one hour at a time				Х	
10. Standing up to two hours at a time				Х	
11. Standing for more than two hours at a time	Х				
12. Stooping and bending			Х		
13. Ability to reach and grasp objects				Х	
14. Manual dexterity or fine motor skills					Х
15. Color vision, the ability to identify and distinguish colors				Х	
16. Ability to communicate orally					Х
17. Ability to hear					Х
18. Pushing or pulling carts or other such objects			Х		
19. Proofreading and checking documents for accuracy					Х
20. Using a computer to enter and transform words or data					Х
21. Using various technology tools					Х
22. Working in a normal office environment with few physical discomforts					Х
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	х				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	х				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	x				
26. Operating automobile, vehicle, or van	Х				
27. Other physical, mental or visual ability required by the job	Х				

Apprentice and Work-Based Learning Specialist – PTS

#### 10/22/13 05:30 PM Regular School Board Meeting 301 Fourth Street SW

Largo, FL 33770

# Pinellas County Schools

#### SCHEDULED



# **REQUEST FOR APPROVAL (ID # 4279)**

#### October 22, 2103

# TO: MEMBERS OF THE SCHOOL BOARD OF PINELLAS

### FROM: MICHAEL A. GREGO, Ed.D. SUPERINTENDENT

SUBJECT: Amendment to the Agreement with Eckerd Youth Alternative, Inc. for a Guidance Counselor for Students in Licensed Foster Care \$64,986.00

#### BACKGROUND:

The contract with Eckerd Youth Alternative, Inc. provides funds for a full time Pinellas County School Board Guidance Counselor to advise high schools students who are in licensed foster care. The original contract was approved by the Board on June 11, 2013. This amendment changes language at the request of Eckerd Youth Alternative, Inc. The change added some representations that the guidance counselor would maintain confidentially of information that they receive as a result of accessing Eckerd's data. The change also addresses the confidentiality provisions under Health Insurance Portability and Accountability Act. There are no changes to the scope of work or contract amount. The foster care counselor maintains data bases to track student attendance, grades, test scores, and other data needed to ensure the students are on track to graduate.

#### ALTERNATIVES:

1. Approve the agreement

2. Do not approve the agreement

<u>RECOMMENDATION:</u> Alternative No. 1 is recommended

### Alternative No. 1 is recom

#### RATIONALE:

Research shows students in foster care have a higher dropout rate. The additional services provided by the counselor will assist in raising the number of foster care students who graduate and move forward with a college or career plan.

<u>IMPACT STATEMENT:</u> Federally Funded –No Cost to District Operating Funds

# DATA SOURCE:

Jan Urbanski, Ed. D., Director, Special Projects Donna Sicilian, Executive Director, Student Services Andrew Weatherill, K-12 Guidance Services, Specialist Heather J. Wallace, Assistant School Board Attorney-Reviewed as to form and legality

#### SUBMITTED BY:

Lori Matway, Associate Superintendent, Student and Community Services

#### ATTACHMENTS:

• Budget Amendment to the Agreement with Eckerd Youth Alternative, Inc. (PDF)

Attachment: Budget Amendment to the Agreement with Eckerd Youth Alternative, Inc. (4279 : Amendment to the Agreement with Eckerd Youth

Title of Project: Amendment to the Agreement with Eckerd Youth Alternative, Inc. for a Guidance Counselor for Students in Licensed Foster Care

If this is a contractual agreement requiring bids or formal quotes, the director purchasing has authorized this agreement according to purchasing requirements.

\_\_\_\_\_The "**Checklist for Contractual Agreements**" form has been signed by the Project Manager and the Director of Purchasing, and submitted to the Director of Special Projects.  $X_{-} N/A$ 

Amount of Project:	\$64,986.00				
Status of Project:					
New:	Rene	wal:		Amendment: X	
If Amendment					
Additic	onal Funds:	Reduced Fun	ds:	Time Extension:	Other: X Language
Fund Source: Title I,	Part A				
State:	Federal: X	Other:			
Length of Project: 12	Months				
Starting Date:	July 1, 2013		Ending	g Date: June 30, 2014	1
Usage in other distric	ts Yes 2	X	No		
Visits by PCS Staff:	Date:	Monthly	Perso	n: Andrew Weatherill	
Students to be served	d/Target Audie	ence: High scho	ool stud	ents in licensed foster	care

Performance Data, Research Findings, or Improvement Results: There are 67 High school students in foster care. There are 16 students in foster care working towards their GED. The Foster Care Counselor saw 50 students this year. There was one senior in care last year and she did graduate; there are currently 9 seniors in care and all are on track to graduate.

Contact Person: Andrew Weatherill, K-12 Guidance Services Specialist Donna Sicilian, Executive Director Student Services

Grant Proposal/Contract Developer(s): Andrew Weatherill, K-12 Guidance Services Specialist Donna Sicilian, Executive Director Student Services Keith Philipson, Director of Educational Services, Eckerd

# NO COST TO DISTRICT OPERATING FUNDS

Target Schools: All High Schools

TOTAL		\$ 64,986.00
	Materials & Supplies Travel & Registrations	\$     50.00 \$   5,900.00
Budget:	Purchased Services	\$ 59,037.00

#### 10/22/13 05:30 PM Regular School Board Meeting 301 Fourth Street SW

Largo, FL 33770

# Pinellas County Schools

## SCHEDULED



# **REQUEST FOR APPROVAL (ID # 4254)**

#### October 22, 2013

# TO: MEMBERS OF THE SCHOOL BOARD OF PINELLAS COUNTY

### FROM: MICHAEL A. GREGO, Ed.D, SUPERINTENDENT

SUBJECT: Request Approval of the Financial Statements for the Month Ending July 31, 2013 for Fiscal Year 2013/14

### **BACKGROUND:**

The Financial Statements are a summary of the financial condition and financial activities of the school board. These statements provide a district-wide view of financial operations.

STRATEGIC DIRECTION/GOAL: Effective & Efficient Use of Resources

#### ALTERNATIVES:

- 1. Approve the request for approval of financial statements.
- 2. Do not approve the request.

# RECOMMENDATION:

Alternative No. 1 is recommended.

### RATIONALE:

The financial records and accounts of the school board are maintained under the direction of the superintendent with approval of the board.

### IMPACT STATEMENT:

There is no effect on schools or budgets.

### DATA SOURCE:

Kevin W. Smith, CPA, Associate Superintendent, Finance & Business Services Catherine N. Davidson, CPA, Director of Accounting

#### SUBMITTED BY:

Kevin W. Smith, CPA, Associate Superintendent, Finance & Business Services

#### ATTACHMENTS:

• July 2013 Financial Statements (PDF)

# **PINELLAS COUNTY SCHOOLS**

**OPERATING SUMMARY BY FUNCTION** 

For the Month Ending July 31, 2013

BUDGET 2013-2014					
Account		Original	Year to Date		Budget
Number	Description	13-14 Budget*	Rev/Expend	Encumbrances	Balances
	REVENUES				
100	FEDERAL	\$322,000	\$2,470		\$319,530
200	FEDERAL THROUGH STATE	2,715,324	148,217		2,567,107
300	STATE	362,125,552	30,029,742		332,095,810
400	LOCAL	401,037,124	793,026		400,244,098
700	NON REVENUE SOURCES	30,300,000			30,300,000
	NON-SPENDABLE	6,186,895			6,186,895
	RESTRICTED	24,294,504			24,294,504
	ASSIGNED	19,335,627			19,335,627
	UNASSIGNED	7,377,100			7,377,100
	TOTAL REVENUE				
	AND FUND BALANCE	\$853,694,126	\$30,973,456		\$822,720,670
	EXPENDITURES				
5000	INSTRUCTIONAL SERVICES	\$533,655,790	\$10,157,363	\$7,101,945	\$516,396,482
6100	PUPIL SERVICES	29,668,478	530,953	180,983	28,956,542
6200	INSTRUCTIONAL MEDIA	9,501,128	112,585	112,184	9,276,359
6300	INSTR & CURRIC DEVELOPMENT	9,369,541	357,643	49,522	8,962,376
6400	INSTRUCTIONAL STAFF DEVELOP	3,422,678	80,577	17,057	3,325,044
6500	INSTRUCTIONAL TECHNOLOGY	2,388,931	170,392	127	2,218,412
7100	BOARD OF EDUCATION	1,291,109	208,707	44,404	1,037,998
7200	GENERAL ADMINISTRATION	2,341,690	150,394	102,631	2,088,665
7300	SCHOOL ADMINISTRATION	51,224,302	1,543,910	585,365	49,095,027
7400	FACILTIES ACQ & CONSTRUCTION	695,032	111,844	49,405	533,783
7500	FISCAL SERVICES	3,893,338	170,324	283,674	3,439,340
7600	FOOD SERVICES				
7700	CENTRAL SERVICES	11,074,793	569,108	1,032,761	9,472,924
7800	TRANSPORTATION	31,470,740	1,036,372	54,438	30,379,930
7900	OPERATION OF PLANT	73,696,254	9,143,532	248,491	64,304,231
8100	MAINTENANCE OF PLANT	21,200,794	1,003,631	2,895,760	17,301,403
8200	ADMINISTRATIVE TECHNOLOGY	4,708,126	259,600	541,237	3,907,289
9100	COMMUNITY SERVICES	691,402	17,383	106	673,913
9200	DEBT SERVICE	0			0
9700	TRANSFERS				0
	Totals: Appropr., Expend. & Encumb.	\$790,294,126	\$25,624,319	\$13,300,090	\$751,369,717
	NON-SPENDABLE	6,300,000			6,300,000
	RESTRICTED	24,600,000			24,600,000
	ASSIGNED	19,800,000			19,800,000
		12,700,000			12,700,000
	TOTAL EXPENDITURES AND FUND BALANCE	\$853,694,126	\$25,624,319	\$13,300,090	\$814,769,717
		<u></u>	Ψ <u></u> 20,02 <u></u> 7,013	¥10,000,000	<i>\\\\</i>
EXCESS C	F REVENUES OVER EXPENDITURES	_	\$5,349,137		
*Annan at C	and Dublic Linevice on Contember 10, 2012	The "Dermonent Fund" is isolud	ad in the "Oneretine Fund"	6	

The "Permanent Fund" is included in the "Operating Fund".

Subject to minor rounding

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# PINELLAS COUNTY SCHOOLS

OPERATING SUMMARY BY OBJECT

For the Month Ending July 31, 2013

BUDGET
2013-2014

Account		Original	Year to Date		Budget
Number	Description	13-14 Budget*	Rev/Expend	Encumbrances	Balances
100	<u>REVENUES</u>		¢0.470		<b>\$240 520</b>
100		\$322,000	\$2,470		\$319,530
200	FEDERAL THROUGH STATE	2,715,324	148,217		2,567,107
300	STATE	362,125,552	30,029,742		332,095,810
400		401,037,124	793,026		400,244,098
700	NON REVENUE SOURCES	30,300,000	0		30,300,000
	NON-SPENDABLE	6,186,895			6,186,895
	RESTRICTED	24,294,504			24,294,504
	ASSIGNED	19,335,627			19,335,627
	UNASSIGNED	7,377,100			7,377,100
	TOTAL REVENUE	<u> </u>			
	AND FUND BALANCE	\$853,694,126	\$30,973,456		\$822,720,670
	EXPENDITURES	<u> </u>			
100	SALARIES	\$510,563,161	4,798,991		\$505,764,170
200	EMPLOYEE BENEFITS	154,375,424	7,854,500		146,520,924
300	PURCHASED SERVICES	67,001,737	9,787,281	7,613,783	49,600,673
400	ENERGY SERVICES	27,364,562	1,497,114		25,867,448
500	MATERIALS AND SUPPLIES	17,497,165	948,925	3,605,853	12,942,387
600	EQUIPMENT OTHER EXPENSES	9,335,883	350,403	1,916,582	7,068,898
700	OTHER EXPENSES	4,156,194	387,105	163,872	3,605,217
900	TRANSFERS				0
	Totals: Appropr., Expend. & Encumb.	\$790,294,126	\$25,624,319	\$13,300,090	\$751,369,717
	NON-SPENDABLE	6,300,000			6,300,000
	RESTRICTED	24,600,000			24,600,000
	ASSIGNED	19,800,000			19,800,000
	UNASSIGNED	12,700,000			12,700,000
	TOTAL EXPENDITURES				
	AND FUND BALANCE	\$853,694,126	\$25,624,319	\$13,300,090	\$814,769,717
EXCESS C	OF REVENUES OVER EXPENDITURES		\$5,349,137		
		=			
*Approved at Sec	cond Public Hearing on September 10, 2013	The "Permanent Fund" is included in	n the "Operating Fund".	Su	bject to minor rounding

# PINELLAS COUNTY SCHOOLS FOOD SERVICE SUMMARY

For the Month Ending July 31, 2013

BUDGET 2013-2014

Account		Original	Year to Date		Budget
Number	Description	13-14 Budget*	Rev/Expend	Encumbrances	Balances
	REVENUES				
100	FEDERAL	-			\$0
200	FEDERAL THROUGH STATE	33,455,211	577,803		32,877,408
300	STATE	507,246			507,246
400	LOCAL	12,759,848	335,557		12,424,291
700	NON REVENUE SOURCES				0
	NON-SPENDABLE	1,045,171			1,045,171
	RESTRICTED	9,015,846			9,015,846
	TOTAL ESTIMATED REVENUE				0
	AND FUND BALANCE	\$56,783,322	\$913,360		\$55,869,962
	EXPENDITURES				
100	SALARIES	\$15,110,815	167,669		\$14,943,146
200	EMPLOYEE BENEFITS	5,068,151	220,768		4,847,383
300	PURCHASED SERVICES	2,439,843	22,595	780,543	1,636,705
400	ENERGY SERVICES	1,045,600	10,479		1,035,121
500	MATERIALS AND SUPPLIES	23,400,878	426,539	175,186	22,799,153
600	EQUIPMENT OTHER EXPENSES	3,070,700	273,148	1,205,568	1,591,984
700	OTHER EXPENSES	587,274	24,635		562,639
900	TRANSFERS				0
	Totals: Appropr., Expend. & Encumb.	\$50,723,261	\$1,145,833	\$2,161,297	\$47,416,131
	NONSPENDABLE	1,091,853			1,091,853
	RESTRICTED	4,968,208			4,968,208
	TOTAL EXPENDITURES				
	AND FUND BALANCE	\$56,783,322	\$1,145,833	\$2,161,297	\$53,476,192

EXCESS OF EXPENDITURES OVER REVENUES

(\$232,473)

\*Approved at Second Public Hearing on September 10, 2013

Subject to minor rounding

# PINELLAS COUNTY SCHOOLS

FINANCIAL SUMMARY - ALL FUNDS For the Month Ending July 31, 2013

-	2013-2014 Original Budget*	Year-to-Date Expenditures	Percent of Budget Expended	Percent of Approp. Expended	Encumbrances	Budget Balance	Percent of Budget Remaining
Operating	\$853,694,126	\$25,624,319	3.0%	3.3%	\$13,300,090	\$814,769,717	95.4%
Debt Service	4,713,539		0.0%	0.0%		4,713,537	100.0%
Capital Outlay	298,205,915	4,735,496	1.6%	2.2%	54,952,284	238,518,133	80.0%
School Food Service	56,783,322	1,145,833	2.0%	2.0%	2,161,297	53,476,192	94.2%
Contracted Programs	93,907,991	2,445,368	2.6%	2.6%	1,681,724	89,780,899	95.6%
ARRA Targeted Assistance	906,925	47,548	5.2%	0.1%	177,085	682,290	75.2%
ARRA Race to the Top	12,379,719	278,997	2.3%	4.6%	1,268,454		0.0%
ARRA Other Stimulus	37,597		0.0%	0.0%	37,597		0.0%
Worker's Compensation	6,584,219	41,847	0.6%	0.7%		6,542,372	99.4%
Liability Insurance	1,348,575	904	0.1%	0.1%		1,347,671	99.9%
Totals- All Funds	\$1,328,561,928	\$34,320,312	2.6%	2.9%	\$73,578,531	\$1,209,830,811	91.1%

\*Approved at Second Public Hearing on September 10, 2013

The "Permanent Fund" is included in the "Operating Fund".

Subject to minor roundine

# PINELLAS COUNTY SCHOOLS

COMBINED BALANCE SHEET

ALL FUND TYPES AND ACCOUNT GROUPS

For the Month Ending July 31, 2013

#### ASSETS AND OTHER DEBITS

#### LIABILITIES AND FUND EQUITIES

	07 000 400		17.054.400
INVESTMENTS 24	87,089,123	PAYROLL DEDUCTIONS PAYABLE ACCOUNTS PAYABLE	17,054,482 14,080,628
TAXES RECEIVABLE	0	CONSTRUCTION CONTRACTS PAYABLE	14,000,028
	12,670,754	DUE TO OTHERS	26,293,378
ALLOWANCE FOR DOUBTFUL ACCOUNTS	12,010,101	RETAINAGE PAYABLE	1,583,710
	30,516,878	MATURED BONDS & INTEREST PAYABLE	884
DEPOSITS RECEIVABLE	0	DEPOSITS AND SALES TAX PAYABLE	45,007
	-	BONDS PAYABLE & NOTES PAYABLE	21,985,000
INVENTORY	4,748,965	CAPITAL LEASE OBLIG. & JUDGEMENTS	12,546,364
PREPAID EXPENSES/ACCRUED INTERE	612,173	DEFERRED REVENUE	6,923,637
		COMPENSATED ABSENCES	89,401,532
LAND 1.	28,450,631		
BUILDINGS/FIXED EQUIPMENT 2,24	49,171,000	TOTAL LIABILITIES	\$189,914,622
FURNITURE, FIXTURES & EQUIPMENT	41,312,118	INVESTMENT IN FIXED ASSETS	\$2,632,973,199
	53,207,237	NET ASSETS, RESTRICTED	1,932,794
	00,201,201	RESERVE FOR ENCUMBRANCES	73,578,531
CONSTRUCTION IN PROGRESS	12,948,468	OTHER DESIGNATED BALANCES	81,542,866
	47,883,746	OTHER UNDESIGNATED BALANCES	6,060,061
		NON-SPENDABLE (OPERATING)	6,300,000
COMPENSATED ABSENCES	89,401,532	RESTRICTED (OPERATING)	24,600,000
OTHER AMOUNTS TO BE PROVIDED	34,531,364	ASSIGNED (OPERATING)	19,800,000
		UNASSIGNED (OPERATING)	12,700,000
		TOTAL FUNDS EQUITIES	\$2,859,487,451
TOTAL ASSETS AND OTHER DEBITS \$3,0	97,892,584		• · · · · · · · · · · · · · · · · · · ·
		TOTAL LIABILITIES AND FUND EQUITIES	\$3,049,402,073
	47,954,941		<b>*</b> 4 470 FOF 070
	73,578,531	APPROPRIATIONS	\$1,172,565,372
EXPENDITURES	34,320,312	REVENUE	31,778,923
GRAND TOTAL\$4,2	53,746,368	GRAND TOTAL	\$4,253,746,368
*Approved at Second Public Hearing on September 10, 2013			Subject to minor rounding

#### 10/22/13 05:30 PM Regular School Board Meeting 301 Fourth Street SW

Largo, FL 33770

# Pinellas County Schools

#### SCHEDULED



# **REQUEST FOR APPROVAL (ID # 4272)**

October 22, 2013

## TO: MEMBERS OF THE SCHOOL BOARD OF PINELLAS COUNTY

### FROM: MICHAEL A. GREGO, Ed.D., SUPERINTENDENT

SUBJECT: Request Approval of the Agreement Between Nurses Helping Hands, Inc. of Pinellas Park & Dunedin and the School Board of Pinellas County

#### **BACKGROUND:**

Individuals with Disabilities Education Act (IDEA) requires school districts to provide students with disabilities successful transition opportunities. The purpose is to develop transition plans based on student interest in collaboration with family and community supports. Each district must offer a full array of opportunities for students with disabilities that include community-based vocational training and work experience in real non-paid jobs. At this work site, the student will be paired with an employee that will demonstrate and train the specific work behavior the student is expected to perform. The student will be provided support until they can independently perform work task.

STRATEGIC DIRECTION: Student Achievement

#### ALTERNATIVES:

- 1. Approve the agreement.
- 2. Do not approve the agreement.

RECOMMENDATION:

Alternative # 1 is recommended.

### RATIONALE:

Community-based vocational training provides differentiated instruction for each student including work maturity, employability skills, skills specific to job types experienced, and skills needed for integration into the employment setting.

### **IMPACT STATEMENT:**

Upon aging-out of Pinellas County Schools, our students with disabilities will have multiple, rich work experiences that will be included in their resumes thus enabling them to be productive employable citizens. No economic impact is expected.

### DATA SOURCES

Cindy Bania-Carter, Executive Director, Exceptional Student Education Kent Vermeer, Principal Alternative High School David Koperski, School Board Attorney - reviewed as to form and legality

#### SUBMITTED BY:

Pamela T. Moore, Associate Superintendent, Teaching and Learning Services

Page 1

• Consent - Nurses Helping Hands Agreement (PDF)

# AGREEMENT BETWEEN NURSES HELPING HANDS, INC. OF PINELLAS & DUNEDIN AND THE SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

THIS AGREEMENT, made and entered into this 22<sup>nd</sup> day of October, 2013, by and between THE SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA, 301 Fourth Street SW, Largo, Florida, 33770, hereinafter referred to as the Board, and Nurses Helping Hands, Inc. of Pinellas Park & Dunedin, 7191 71<sup>st</sup> Street N., Pinellas Park, FL 33781, hereinafter referred to as the Provider.

#### WITNESSETH:

WHEREAS, the Board offers a Vocational Experience Program ("the Program"); and

WHEREAS, the Board desires to implement the Program at one or more of the Provider's facilities; and

WHEREAS, the Provider desires to cooperate with the Board by hosting the Program at one or more of its facilities;

NOW, THEREFORE, in consideration of the mutual promises contained in this Agreement and other good and valuable consideration, the receipt of which is hereby acknowledged, the Provider and the Board, agree as follows:

#### I. Provider Agrees:

- a) To partner with Board personnel to identify training experiences for students.
- b) To provide students vocational experiences in situations where students are not paid for their assignments.
- c) To assign an employee to act as the liaison with Board personnel.
- d) To select employees to serve as role-model trainers for the students.
- e) To provide on-site supervision in specified training areas with the assistance of the assigned Board personnel.
- f) To provide on-site orientation to the Provider'semergency and safety procedures and employment or volunteer policies, as appropriate, including expectations about conduct and attire.
- g) To partner with Board personnel to provide supervision and evaluation of the students' progress.
- h) To ensure that the activities of the students participating in the vocational experience will not result in an immediate advantage to the business.
- i) To consider students who meet competency requirements for future employment, but be under no obligation to hire students at the conclusion of the vocational experience.
- i) To comply with the Board's policies regarding non-discrimination.

#### II. The Board Agrees:

- a) To identify students and develop individualized training plans for these students.
- b) To determine what training would be best for the students.
- c) To share with the Provider the skills targeted by the individualized training plans.
- d) To provide qualified Board personnel to adequately supervise the students, including accompanying the students to the workplace daily until successfully transitioned to the

10.12.a

Provider's employee liaison and to continue to monitor the students at least weekly thereafter.

- e) To train the students in emergency and crisis procedures, and share Board response steps and procedures for qualified Board personnel to follow with the Provider.
- f) To provide for transportation arrangements for the students to and from the vocational experience site.
- g) To maintain and be responsible for all records relative to students' performance.
- h) To maintain close and open communication with the Provider's employee role models/mentors.
- i) To require students, and if appropriate, their parent/guardian to acknowledge in writing the student will be a non-paid trainee.
- j) To ensure that the U.S. Department of Labor and Board policy guidelines for communitybased vocational experience programs are understood and followed.

# III. The Parties Both Agree:

- a) To be fully responsible for their own acts of negligence, or their respective agents' acts of negligence when acting within the scope of their employment, and agree to be liable for any damages proximately caused thereby; provided, however, that the liability of the Board and its employees and agents, and the Provider, if it is a public agency, is subject to the monetary limitations and defenses imposed by Section 768.28, Florida Statutes. Nothing herein is intended to serve as a waiver of sovereign immunity by the Board, or the Provider if it is a public agency, nor shall anything herein be construed as consent by the parties to be sued by any third party for any cause or matter arising out of or related to this Agreement.
- b) This agreement shall be effective upon execution and shall continue from year to year unless terminated. Either party may terminate this Agreement without cause upon at least sixty (60) days written notice to the other.
- c) That this Agreement shall be construed and governed by Florida law, and venue for any judicial or administrative action or cause arising hereunder shall lie in Pinellas County, Florida, if a state court action, and the U.S. District Court for the Middle District of Florida, Tampa Division, if a federal court action.

Ву:			

Title: \_\_\_\_\_\_

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

THE SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

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

Date:

Approved as to form:

Office of School Board Attorney

#### 10/22/13 05:30 PM Regular School Board Meeting 301 Fourth Street SW

Largo, FL 33770

# Pinellas County Schools

#### SCHEDULED



# **REQUEST FOR APPROVAL (ID # 4256)**

October 22, 2013

TO: MEMBERS OF THE SCHOOL BOARD OF PINELLAS COUNTY

FROM: MICHAEL A. GREGO, Ed.D., SUPERINTENDENT

SUBJECT: Request Approval of Agreement with Garg Engineering Enterprises, Inc. for Engineering and Contract Administration Services in Connection With the Installation of a new Fire Alarm and a new Integrated Telephone Zoned Paging System, in the Amount of \$46,422 at Clearwater High School, Project No. 9142

#### BACKGROUND:

Pursuant to Section 287.055 Florida Statutes, negotiations were conducted for Engineering services in connection with the installation of a new fire alarm and a new integrated telephone zoned paging at Clearwater High School.

The project budget is \$700,000. The agreement is the result of negotiations with the Project Architect/Engineer. The cost of this agreement is \$46,422. A copy of the agreement is attached.

STRATEGIC DIRECTION: Learning in a Safe Environment

### ALTERNATIVES:

- 1. Approve the agreement.
- 2. Do not approve the agreement.

### RECOMMENDATION:

Alternative No. 1 is recommended.

#### RATIONALE:

Approval of the agreement is necessary to proceed with the design at Clearwater High School.

### **IMPACT STATEMENT**:

Construction Cost	\$0	
Construction Cost Sub-Total		\$0
Project Architect/Engineering Design Cost (PA/E)	\$46,422	
PA/E Sub-Total		\$46,422
Administrative/Planning Costs (Miscellaneous)	\$0	
Miscellaneous Sub-Total		\$0
Furniture, Equipment and Technology (FE & T)	\$0	
FE & T Sub-Total		\$0
Total Project Cost to Date		\$46,422
The source of this funding is District Capital Outlay Scho	ol Tax.	

## DATA SOURCE: David Koperski, School Board Attorney Joe Maceda, Financial Reporting Analyst Andre L. Poulard, Electrical Engineer Narendra K. Garg, PE, Garg Engineering Enterprises, Inc.

# <u>SUBMITTED BY</u>: Michael Bessette, Associate Superintendent, Operational Services

#### ATTACHMENTS:

• Clearwater HS Phase 2,3 Only AGREEMENT 10.8.13 (PDF)

# <u>AGREEMENT</u>

THIS AGREEMENT, made and entered into this **22<sup>nd</sup> day of October**, **2013**, by and between THE SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA, hereinafter referred to as the "Board" and **Garg Engineering Enterprises, Inc.** hereinafter referred to as the "Project Architect/Engineer" or the PA/E:

#### <u>WITNESSETH</u>

WHEREAS, the Board intends to install a new fire alarm system and a new integrated telephone zoned paging system at **Clearwater High School**, **Project No. 9142**, hereinafter referred to as the "Project;" and

WHEREAS, the Board has established an established total cost of **\$700,000** for the Project; and

WHEREAS, the PA/E has been selected by the Board pursuant to Section 287.055, Florida Statutes (the Consultants' Competitive Negotiations Act, hereinafter referred to as "CCNA") to enter into negotiations to provide professional architectural/engineering services to the Board for this Project; and

WHEREAS, the PA/E certifies that he is properly licensed in the State of Florida and in Pinellas County to render the professional services required by this Agreement; and

WHEREAS, the Board has requested the PA/E to prepare Schematic, Preliminary and Construction Documents in accordance with the scope of the Project herein: entitled, install a new fire alarm and a new integrated telephone zoned paging systems at **Clearwater High School, Project No. 9142,** and scheduled for approval by the Board on the 22<sup>nd</sup> day of **October, 2013,** and to provide construction administration during the construction of the Project and cooperate with the Facilities Planning, Design and Construction Department.

NOW, THEREFORE, the Board and the PA/E, for the consideration hereinafter set forth, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, agree as follows:

Rev. 03/08/10

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I. <u>BASIC SERVICES</u>. The PA/E's basic services shall comply with the Florida Building Code, applicable as of the date of this Agreement, and all supplemental rules issued thereto; the Project Program or Educational Specifications; and the Facilities Planning, Design and Construction Department's "Project Architect and Engineer's Handbook," (hereinafter referred to as the PA/E Handbook) in effect on the date of this Agreement. The PA/E shall follow the requirements of the PA/E Handbook and shall bear responsibility for same except for those specific instances in which he has protested to and received written approval from the Facilities Planning, Design and Construction Department for an exception. The Basic Services shall consist of five phases described in Articles I.A through I.E of this Agreement, unless otherwise expressly stated herein, and shall include, but not necessarily be limited to, normal architectural site design, architectural design, structural, mechanical and electrical engineering.

Architectural site design shall be defined for purposes of this Agreement as those services the PA/E would normally provide to designate paved and walkway areas, establish a building footprint, designate building floor elevations and spot elevations or contour lines of surrounding grades sufficient to indicate surface rain water run-off.

Civil engineering, except provided above as an architectural site design, will be considered as "additional services" as defined in Article II.

The PA/E shall prepare and file documents required for approval by governmental authorities having jurisdiction over the Project, except that under Basic Services the PA/E will not be required to serve as an expert witness at public hearings or legal proceedings, nor will the PA/E be required to prepare or file a Development of Regional Impact (DRI) study with the Tampa Bay Regional Planning Council, nor prepare detailed information for the Department of Environmental Protection, (hereinafter referred to as the "DEP"), nor for the Southwest Florida Water Management District, nor local or other environmental agencies. Such services may be provided by the PA/E at the Board's request as an Additional Service. The PA/E shall, however, meet with the District Staff and make presentations to the Board as deemed necessary in the

sole discretion of the Facilities Planning, Design and Construction Department as a part of the basic services.

A. <u>Preliminary Design Phase II</u>. The PA/E will prepare the Preliminary Design Phase II for submission to and approval by the Board. During this phase, the PA/E shall develop appropriate drawings and outline specifications and other documents as required by the PA/E Handbook to establish and describe the size and character of the entire Project with regard to the architectural site design, architectural, structural, mechanical and electrical systems, materials and other such elements as may be appropriate, and shall submit a refined statement of probable construction costs as defined by Article I.A.

B. <u>Construction Document Phase III</u>. The PA/E shall continue to investigate the existing conditions at the Project site after the Board approves the Preliminary Design Phase II submittal and shall make further minor adjustments to the scope or quality of the Project, as authorized by the Board in the previous submittals or by adjustments made to the budget for the Project. Based upon the approved Preliminary Design Phase II submittal as authorized by the Board, and in accordance with Facilities Planning, Design and Construction Department review requirements, the PA/E shall prepare for the Board and/or Department of Education (DOE) approval, the Construction Documents Phase III submittal consisting of final plans (drawings) and specifications setting forth in detail the requirements for the construction of the Project, as defined in the PA/E Handbook. The PA/E shall advise the Board of any adjustments to the previous statements of probable construction cost. The PA/E shall assist the Board in connection with the Board's responsibility for filing documents required for the approval of governmental authorities having jurisdiction over the Project.

C. <u>Bidding Phase IV</u>. The PA/E shall assist the Board in preparing necessary bidding forms and conditions of the Contract and the form of Agreement between the Board and the Construction Manager or Contractor shall convene, attend and conduct the prebid conference at the job site or any other place designated by the PA/E, and shall assist the Board in obtaining sufficient bids for the Project.

D. <u>Construction Phase V</u>. The construction phase will commence with the award of the Contract for construction. The PA/E will administer the construction contract by making periodic visits to the site at intervals appropriate to the progress of the construction (or otherwise agreed to by the PA/E in writing). The administration of the construction contract shall include but not be limited to the following:

1. convene, attend and conduct the preconstruction conference,

2. prepare and print minutes of all meetings and distribute to the appropriate parties,

3. provide special inspections required by the Facilities Planning, Design and Construction Department in accordance with the contract documents,

4. review shop drawings for compliance with contract documents,

5. attend job site meetings on a weekly or bi-monthly basis as dictated by the scope and size of the construction project,

6. review monthly or other periodic applications for payment by the Construction Manager or Contractor,

7. prepare change orders and/or field orders,

8. prepare punch lists, inspect completed work and edit punch lists as conditions warrant,

9. issue and sign Certificates of Substantial Completion,

10. issue and sign Certificates of Final Inspection,

11. review and approve project close-out documents.

The PA/E shall be the representative of the Board during the construction phase and shall advise and consult with the Board as to all phases of construction. Instructions from the Facilities Planning, Design and Construction Department or Board to the Construction Manager or Contractor shall be forwarded through the PA/E. The PA/E shall have authority to act on behalf of the Board only to the extent provided for in the contract documents, unless otherwise modified by written mutual agreement. The PA/E shall visit the site at intervals appropriate to various stages of construction and become generally familiar with the progress and quality of the work performed by the Construction Manager or Contractor and determine and advise the

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Board whether the work is proceeding in accordance with the contract documents. The PA/E shall review, approve, or take other appropriate action upon the Construction Manager's or Contractor's submittal of documents, including, but not limited to, shop drawings, project data and samples, but only for compliance with the design concept of the work and with the information given in the contract documents. Such action by the PA/E shall be taken with reasonable promptness so as to cause no delay to the Project. The PA/E's approval of specific items shall not indicate approval of any assembly of which the item is a component. The PA/E shall certify the Construction Manager's or Contractor's monthly application for payment based upon the percentage of the construction completed at the Project in accordance with the plans and specifications. The PA/E shall determine the amounts owing to the Construction Manager or Contractor based on observations at the site. After evaluating the Construction Manager's or Contractor's application for payment, if the PA/E approves, the PA/E shall sign the certificate and forward it to the Facilities Planning, Design and Construction Department inspector. The failure of the PA/E to forward to the Board the completed submittal and all required back-up data, or if the certificate (or request for payment) is incorrectly prepared or contains arithmetic errors, the Board may reject the Construction Manager's or Contractor's pay application and return it to the PA/E without penalty to the Board because of delay or error.

The PA/E shall invite and include the Facilities Planning, Design and Construction Department to review meetings and to review inspections during the time when the Construction Manager's or Contractor's applications for payment are evaluated by the PA/E.

The PA/E shall provide appropriate administration of the Project including special inspections and testing of materials and systems at Board expense that are included in the construction contract.

The PA/E shall prepare change orders and keep the Board (through the Office of the School Board Architect) informed monthly as to the progress and quality of the work and endeavor to guard the Board against defects and deficiencies in the work by the Construction Manager, Contractor or his subcontractors and material suppliers.

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The PA/E shall conduct appropriate observations to determine the dates of substantial and final completion, receive and forward to the Board written warranties and documents required by the construction contract and certify the final certificate of payment in affidavit form, certifying that to the best of his knowledge the Project has been constructed according to the final plans and specifications, Florida Building Code, ADA and all other applicable codes, and that all mandatory requirements have been satisfied.

The PA/E shall have the authority and duty to reject work by the Construction Manager or Contractor which does not conform to the contract documents. If the PA/E observes faulty materials or workmanship at the Project, or if the PA/E observes the use of improper material or any work not being accomplished in a satisfactory manner by the Construction Manager, Contractor or subcontractors, the PA/E shall immediately notify the Construction Manager or Contractor and the Facilities Planning, Design and Construction Department.

Although the PA/E does not guarantee the performance of the construction contract, the PA/E shall, nevertheless, exercise due diligence to protect the Board against defects and deficiencies in the work and use of improper materials by the Construction Manager or Contractor and subcontractors.

After substantial completion of the work, the PA/E shall furnish the Board with a certified statement, in affidavit form, that in his professional opinion, the Project has been performed and completed according to the contract documents, Florida Building Code, ADA and all other applicable codes, and that all mandatory requirements have been satisfied.

The PA/E shall interpret the requirements of the construction contract documents. The PA/E shall render such interpretations as are necessary with reasonable promptness when written request is made by the Board, Construction Manager or Contractor. The PA/E shall render written decisions, within seven (7) calendar days, on all claims, disputes and other matters questioned by the Construction Manager, Contractor or Facilities Planning, Design and Construction Department relating to the execution or progress of the work or the interpretation of the contract documents.

The PA/E shall diligently assist the Board in obtaining correct and accurate as-built or record drawings from the Construction Manager or Contractor.

In the event the Board, Facilities Planning, Design and Construction Department, Construction Manager or Contractor requests the PA/E to visit the Project after substantial completion is accepted by the Board or during the warranty periods, review or observations which are conducted in connection with punch lists or warranty issues shall not be considered Additional Services. However, in the event that the PA/E continues to provide contract administration, because of the failure of the Construction Manager or Contractor to complete the Project within 110% of the calendar days allotted for construction in the contract for construction and in subsequent change orders, after the original construction contract completion date and extensions have been approved and the cause of the delay is the Construction Manager's or Contractor's and is not attributable to the PA/E, the PA/E may request the Board to withhold from the Construction Manager's or Contractor's partial or final payment sufficient sums in order to compensate the PA/E for extended contract administration. If the PA/E certifies that he has provided such extended contract administration and the delay in construction is the fault of the Construction Manager or Contractor and is not attributable to the PA/E, the additional contract administration shall be regarded as Additional Services for which the PA/E shall be entitled to negotiate additional compensation based on an hourly rate.

E. In the event of a claim by the Construction Manager or Contractor based upon error, omission, act, or failure to act, or failure to act in a timely manner on the part of the PA/E, the PA/E shall be liable to the Owner to the extent the Owner is, in turn, obligated to the Construction Manager or Contractor for these errors, omissions, acts, or failure to act, or failure to act in a timely fashion, together with costs, and reasonable attorney's fees, if any, incurred by the Owner as a result of such error, omissions, act, or failure to act or failure to timely act.

F. If the estimated construction budget (adjusted as provided in the third paragraph on page 1 of this Agreement) is exceeded by the Guaranteed Maximum Price (GMP), the Board shall have the option in the Board's best interest to:

1. give written approval of an increase in such fixed limit; or,

2. if the Project is abandoned, terminate in accordance with Paragraph X; or,

3. cooperate in revising the Project scope and/or quality and/or design as required to reduce the construction cost.

If the Board chooses to proceed under Paragraph G.3. above, the PA/E, without additional charge, shall modify the Contract Documents as necessary to comply with the fixed limit established as a condition of this Agreement and/or subsequently approved by the Board. A full faith effort (as approved by the Owner) on the part of the PA/E in the modification of the Contract Documents shall be the limit of the PA/E's responsibility arising out of the original establishment of the fixed limit and/or as subsequently approved by the Board. The PA/E shall be entitled to compensation in accordance with this Agreement for all other services actually performed whether or not the Construction Phase is commenced, without considering work in this paragraph to be Additional Services.

II. <u>ADDITIONAL ENGINEERING SERVICES</u>. Additional services, if performed by the PA/E at the request of the Board, shall entitle the PA/E to additional compensation to be negotiated at the time that the Board requests such services. The following are considered additional services: detailed construction cost estimator, acoustician, landscape architect, site irrigation consultant, graphic design consultant, on-site civil engineering, off-site civil engineering, third bid proceeding, expert testimony, public hearing, legal proceedings (unless subpoenaed by the tribunal or a third party), full-time Project representative, program writing, special feasibility studies, evaluation of more than one site, master planning, bidding and coordination of separate contracts, expanded services caused by fire or similar causes or the default of the Construction Manager, Contractor or Board making measured drawings, travel out-of-county requested by the Board, threshold building inspections as required by the Board and the law, Florida Energy Evaluation Technique (FLEET), development of regional impact study, applications to DEP, application to Southwest Florida Water Management District, making revisions inconsistent with prior Board approval, and other services not otherwise included in this Agreement. For further explanation of Additional Services, the PA/E shall refer

to the PA/E's Handbook. Generally, if the Board requests Additional Services, the PA/E shall furnish such services requested with the fees to be negotiated between the PA/E and the Board. Under no circumstances will the principals of the PA/E and the principals of his consultants be paid a fee in excess of **\$125** per hour.

III. <u>BOARD RESPONSIBILITIES</u>. The Board shall provide a program (or Educational Specifications) which outlines its design objectives, constraints and criteria, including space requirements and relationships, flexibility, expandability, special equipment and systems and site requirements.

The Board shall furnish, if necessary, a legal description and land survey of the site, and if applicable, grades and lines of the streets, alleys, pavements, adjoining property, rights-ofway, easements, boundaries and contours of the site, locations, dimensions and complete data pertaining to the existing buildings on the site, and, if necessary, site information as to trees and shrubs and such information as is necessary concerning available services and utility lines above and below grade, including inverts and depths.

The Board shall furnish information and render approvals and decisions as expeditiously as necessary for the orderly progress of the PA/E's services.

IV. <u>COMPENSATION</u>. The total payment for services will be **\$46,422** and is itemized as follows:

A. <u>Payment for Basic Services</u>. For the "Basic Services" to be performed pursuant to this Agreement, the PA/E will be paid a fee of **\$46,422** to be paid periodically according to Article V of this Agreement.

B. <u>Payment for Additional Services</u>. The PA/E shall be entitled to additional compensation for those services which the PA/E agrees to perform set forth as follows:

There are no additional services identified with this project.

C. <u>Reuse of Documents</u>. Notwithstanding anything contained in this Agreement or any Document referenced herein to the contrary, the drawing, specifications and other documents prepared by the PA/E for this Project are instruments of the PA/E's service, but the drawings

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and specifications shall be owned by the Board. The PA/E shall assign to the Board all common law, statutory and other reserved rights, including the copyright. The Board shall be permitted to retain copies, including reproducible copies, of the PA/E's drawings, specifications and other documents for information and reference in connection with the Board's use and occupancy of the Project. The Board may reuse the drawings, specifications or other documents on other projects in accordance with Sec. 1013.45(4), F.S.

V. PAYMENT SCHEDULE. Compensation (the Basic Services fee) shall be paid to the

PA/E based upon Article IV and shall be paid as follows and upon receipt of proper billing:

A. Preliminary Design Phase (Phase II):

1. 100% complete Phase II Documents......(25%)......\$11,605.50 (Upon review and approval by the Facilities Planning, Design and Construction Department)

B. Construction Documents Phase (Phase III): Documents shall be submitted and payment will be due within 30 days of each submittal as follows:

1. 66% complete Phase III Documents......(20%)......\$9,284.40 (Upon review and approval by the Facilities Planning, Design and Construction Department)

D. Construction Phase (Phase V): During the construction phase of the Project, the

PA/E will be paid the fee of (25%) \$11,605.50 to be paid periodically in proportion to the

percentage of construction completed on the project.

VI. <u>TIMELINE</u>. Time is of the essence in performing the services required pursuant to

this Agreement. The following time schedule shall govern the Project and Agreement, except to

the extent waived by the Board or the Facilities Planning, Design and Construction Department

in writing or otherwise expressly stated herein:

A. The Preliminary Design Phase II submittal for the Project shall be submitted to the Facilities Planning, Design and Construction Department on or before **thirty (30)** calendar days from the date of this Agreement for submittal to the Board.

B. Following approval of the Preliminary Design Phase II submittal by the Board, the Construction Documents Phase III 100% complete submittal shall be presented to the Facilities Planning, Design and Construction Department on or before **thirty (30)** calendar days for submittal to the Board.

C. Any required revisions to a design phase to obtain State of Florida (DOE), Board, or Facilities Planning, Design and Construction Department approval shall extend the above timelines for a reasonable period of time in order to comply with the required revisions.

D. If major revisions to the final design phase documents are requested and made or the Board makes major revisions in the program scope or Educational Specifications, the parties shall negotiate a reasonable fee for such major revisions or changes.

VII. <u>EXTRA COMPENSATION</u>. The Board shall pay no fees, other than described above, to the PA/E unless authorized by the Board as follows:

A. If the scope of the Project or site is changed, the Board and the PA/E shall negotiate a reasonable fee based upon the probable estimated construction cost in changing the scope of the work and the approximate percentage of the estimated construction cost which was used to negotiate this Agreement if, and, as such may be applicable.

B. If the DOE or Board requires the PA/E to make major or costly changes to the Schematic, Preliminary or Construction Document Phase submittals, which changes are not caused by architectural or engineering error or oversight, the PA/E shall be paid to redesign for additional expenses in an amount agreed to by the parties. Under no circumstances will the principals of the PA/E and the principals of his consultants be paid a fee in excess of **\$125** per hour.

VIII. <u>DOCUMENTS</u>. The Board will reimburse the PA/E for reproduction costs of plans and specifications as set forth in the PA/E Handbook.

IX. <u>ASSIGNMENTS AND AMENDMENTS</u>. Neither the PA/E nor the Board shall assign, sublet or transfer any interest in this Agreement without the consent of both parties. This Agreement may be amended only by written instrument signed by both the PA/E and the Superintendent of Schools, as approved by the Board.

X. <u>TERMINATION</u>. This Agreement may be terminated by either party upon seven (7) days' written notice by U. S. Certified Mail that the other party failed substantially to perform in accordance with the terms and conditions of this Agreement through no fault of the party initiating termination. This Agreement may be terminated without cause by either party upon thirty (30) days' written notice by U. S. Certified Mail. Termination of this Agreement may only be accomplished as provided herein. In the event this Agreement is terminated by the Board without cause, compensation shall be paid to the PA/E for all services performed to the date of termination. If terminated by the PA/E without cause, the PA/E shall be liable to the Board for direct and consequential damages resulting from the PA/E not completing the contract.

#### XI. COOPERATION WITH THE FACILITIES PLANNING, DESIGN AND

CONSTRUCTION DEPARTMENT. The PA/E shall work in cooperation with the Facilities Planning, Design and Construction Department on all phases of the Project. The Facilities Planning, Design and Construction Department shall be the liaison between the Board and the PA/E, and whenever this Agreement requires the PA/E to tender any item, article or work product to the Board, such tender shall be accomplished upon timely presentation of such item or work product to the Facilities Planning, Design and Construction Department which shall include transmittal of each design phase submittal in order to present this submittal to the Board in accordance with Article VI. The PA/E shall rely on any written statement from the Facilities Planning, Design and Construction Department that the Board or Superintendent of the School District has taken some action required or allowed by this Agreement. Questions of design, budget, construction, unforeseen problems and related matters shall be submitted to the Facilities Planning, Design and Construction Department for transmittal to the Board and/or the PA/E.
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XII. <u>PROHIBITION AGAINST CONTINGENT FEE</u>. The PA/E warrants that he has not employed or retained any company or person, other than a bona fide employee working solely for the PA/E, to solicit or secure this Agreement, and that he has not paid or agreed to pay any person, company, corporation, individual or firm, other than a bona fide employee working solely for the PA/E, any fee, commission, percentage, gift, or any other consideration contingent upon or resulting from the award or making of this Agreement (287.055, Florida Statutes). For a breach or violation of this provision, the Board shall have the right to terminate the Agreement without liability and, at its discretion, deduct from the Contract price or otherwise recover the full amount of such fee, commission, percentage, gift or consideration.

XIII.<u>TRUTH-IN-NEGOTIATION</u>. The PA/E shall provide a truth-in-negotiation certificate stating that wages and other factual unit costs supporting the negotiated fee were accurate, complete and current at the execution of the Agreement. The Agreement price shall be adjusted to exclude any significant sums the Board determines inflated the Agreement price due to inaccurate, incomplete wage rates or noncurrent wage rates and other factual unit costs. All adjustments shall be made within one (1) year following issuance of a Certificate of Final Inspection and/or termination of this Agreement.

XIV. <u>PROFESSIONAL LIABILITY INSURANCE</u>. The Board will not purchase a blanket professional liability insurance policy to cover the PA/E and its consultants. It is the responsibility of the PA/E to provide, and PA/E will provide, liability insurance in the amount of \$1,000,000 with a \$25,000 deductible. The PA/E may provide more insurance and/or a lower deductible at his/her discretion.

XV. <u>INDEMNITY AND LIMITATION OF THE PA/E'S LIABILITY TO THE BOARD</u>. The PA/E agrees to indemnify and hold harmless the Board from and against all claims, damages and related expenses including attorney fees arising out of the negligent acts, errors and omissions of the PA/E or its consultants on this project.

XVI. INABILITY TO FUND THE PROJECT. Upon written certification by the Board that

the Project cannot be funded from the Board's budget, performance under this Agreement shall be suspended. In the event this Agreement is suspended as provided in this Article, compensation will be made to the PA/E for all services performed to the date on which the Board provides the PA/E with written certification of "lack of funding," and such compensation will be in complete satisfaction of any claim or right of action which the PA/E may possess for damages for non-performance by the Board of any executory term of this Agreement.

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THE SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

By:\_

Carol J. Cook, Chairperson

Attest:\_

Michael A. Grego, Ed. D. Superintendent

Garg Engineering Enterprises, Inc. 10322 Shady Oak Lane Largo, FL 33777

By:				
Dy.				

Title:			
Time:			

print or type name

Approved as to Form: Mathe J. Wallace

School Board Attorney

#### 10/22/13 05:30 PM Regular School Board Meeting 301 Fourth Street SW

Largo, FL 33770

# Pinellas County Schools

## SCHEDULED



# **REQUEST FOR APPROVAL (ID # 4257)**

## October 22, 2013

## TO: MEMBERS OF THE SCHOOL BOARD OF PINELLAS COUNTY

- FROM: MICHAEL A. GREGO, Ed.D., SUPERINTENDENT
- SUBJECT: Request Approval of Agreement with Garg Engineering Enterprises, Inc. for Engineering and Contract Administration Services in Connection With the Installation of a new Fire Alarm System, in the Amount of \$32,464 at Dixie Hollins High School, Project No. 9138

## BACKGROUND:

Pursuant to Section 287.055 Florida Statutes, negotiations were conducted for Engineering services in connection with the installation of a new fire alarm at Dixie Hollins High School.

The project budget is \$500,000. The agreement is the result of negotiations with the Project Architect/Engineer. The cost of this agreement is \$32,464. A copy of the agreement is attached.

STRATEGIC DIRECTION: Learning in a Safe Environment

## ALTERNATIVES:

1. Approve the agreement.

2. Do not approve the agreement.

## **RECOMMENDATION**:

Alternative No. 1 is recommended.

## RATIONALE:

Approval of the agreement is necessary to proceed with the design at Dixie Hollins High School.

## **IMPACT STATEMENT**:

Construction Cost	\$0			
Construction Cost Sub-Total		\$0		
Project Architect/Engineering Design Cost (PA/E)	\$32,464			
PA/E Sub-Total		\$32,464		
Administrative/Planning Costs (Miscellaneous)	\$0			
Miscellaneous Sub-Total		\$0		
Furniture, Equipment and Technology (FE & T)	\$0			
FE & T Sub-Total		\$0		
Total Project Cost to Date		\$32,464		
The source of this funding is District Capital Outlay School Tax.				

## DATA SOURCE:

David Koperski, School Board Attorney

Joe Maceda, Financial Reporting Analyst Andre L. Poulard, Electrical Engineer Narendra K. Garg, PE, Garg Engineering Enterprises, Inc.

<u>SUBMITTED BY</u>: Michael Bessette, Associate Superintendent, Operational Services

## ATTACHMENTS:

• Dixie Hollins Phase 2,3 Only AGREEMENT 10.8.13 (PDF)

# <u>AGREEMENT</u>

THIS AGREEMENT, made and entered into this **22<sup>nd</sup> day of October**, **2013**, by and between THE SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA, hereinafter referred to as the "Board" and **Garg Engineering Enterprises, Inc.**, hereinafter referred to as the "Project Architect/Engineer" or the PA/E:

## **WITNESSETH**

WHEREAS, the Board intends to install a new fire alarm system at **Dixie Hollins High School, Project No. 9138,** hereinafter referred to as the "Project;" and

WHEREAS, the Board has established an established total cost of **\$500,000** for the Project; and

WHEREAS, the PA/E has been selected by the Board pursuant to Section 287.055, Florida Statutes (the Consultants' Competitive Negotiations Act, hereinafter referred to as "CCNA") to enter into negotiations to provide professional architectural/engineering services to the Board for this Project; and

WHEREAS, the PA/E certifies that he is properly licensed in the State of Florida and in Pinellas County to render the professional services required by this Agreement; and

WHEREAS, the Board has requested the PA/E to prepare Schematic, Preliminary and Construction Documents in accordance with the scope of the Project herein: entitled install a new fire alarm at **Dixie Hollins High School, Project No. 9138** and scheduled for approval by the Board on the **22<sup>nd</sup> day of October, 2013**, and to provide construction administration during the construction of the Project and cooperate with the Facilities Planning, Design and Construction Department.

NOW, THEREFORE, the Board and the PA/E, for the consideration hereinafter set forth, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, agree as follows:

I. <u>BASIC SERVICES</u>. The PA/E's basic services shall comply with the Florida Building Rev. 03/08/10

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Code, applicable as of the date of this Agreement, and all supplemental rules issued thereto; the Project Program or Educational Specifications; and the Facilities Planning, Design and Construction Department's "Project Architect and Engineer's Handbook," (hereinafter referred to as the PA/E Handbook) in effect on the date of this Agreement. The PA/E shall follow the requirements of the PA/E Handbook and shall bear responsibility for same except for those specific instances in which he has protested to and received written approval from the Facilities Planning, Design and Construction Department for an exception. The Basic Services shall consist of five phases described in Articles I.A through I.E of this Agreement, unless otherwise expressly stated herein, and shall include, but not necessarily be limited to, normal architectural site design, architectural design, structural, mechanical and electrical engineering.

Architectural site design shall be defined for purposes of this Agreement as those services the PA/E would normally provide to designate paved and walkway areas, establish a building footprint, designate building floor elevations and spot elevations or contour lines of surrounding grades sufficient to indicate surface rain water run-off.

Civil engineering, except provided above as an architectural site design, will be considered as "additional services" as defined in Article II.

The PA/E shall prepare and file documents required for approval by governmental authorities having jurisdiction over the Project, except that under Basic Services the PA/E will not be required to serve as an expert witness at public hearings or legal proceedings, nor will the PA/E be required to prepare or file a Development of Regional Impact (DRI) study with the Tampa Bay Regional Planning Council, nor prepare detailed information for the Department of Environmental Protection, (hereinafter referred to as the "DEP"), nor for the Southwest Florida Water Management District, nor local or other environmental agencies. Such services may be provided by the PA/E at the Board's request as an Additional Service. The PA/E shall, however, meet with the District Staff and make presentations to the Board as deemed necessary in the sole discretion of the Facilities Planning, Design and Construction Department as a part of the basic services.

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A. <u>Preliminary Design Phase II</u>. The PA/E will prepare the Preliminary Design Phase II for submission to and approval by the Board. During this phase, the PA/E shall develop appropriate drawings and outline specifications and other documents as required by the PA/E Handbook to establish and describe the size and character of the entire Project with regard to the architectural site design, architectural, structural, mechanical and electrical systems, materials and other such elements as may be appropriate, and shall submit a refined statement of probable construction costs as defined by Article I.A.

B. <u>Construction Document Phase III</u>. The PA/E shall continue to investigate the existing conditions at the Project site after the Board approves the Preliminary Design Phase II submittal and shall make further minor adjustments to the scope or quality of the Project, as authorized by the Board in the previous submittals or by adjustments made to the budget for the Project. Based upon the approved Preliminary Design Phase II submittal as authorized by the Board, and in accordance with Facilities Planning, Design and Construction Department review requirements, the PA/E shall prepare for the Board and/or Department of Education (DOE) approval, the Construction Documents Phase III submittal consisting of final plans (drawings) and specifications setting forth in detail the requirements for the construction of the Project, as defined in the PA/E Handbook. The PA/E shall advise the Board of any adjustments to the previous statements of probable construction cost. The PA/E shall assist the Board in connection with the Board's responsibility for filing documents required for the approval of governmental authorities having jurisdiction over the Project.

C. <u>Bidding Phase IV</u>. The PA/E shall assist the Board in preparing necessary bidding forms and conditions of the Contract and the form of Agreement between the Board and the Construction Manager or Contractor shall convene, attend and conduct the prebid conference at the job site or any other place designated by the PA/E, and shall assist the Board in obtaining sufficient bids for the Project.

D. <u>Construction Phase V</u>. The construction phase will commence with the award of the Contract for construction. The PA/E will administer the construction contract by making periodic

visits to the site at intervals appropriate to the progress of the construction (or otherwise agreed

to by the PA/E in writing). The administration of the construction contract shall include but not

be limited to the following:

1. convene, attend and conduct the preconstruction conference,

2. prepare and print minutes of all meetings and distribute to the appropriate parties,

3. provide special inspections required by the Facilities Planning, Design and Construction Department in accordance with the contract documents,

4. review shop drawings for compliance with contract documents,

5. attend job site meetings on a weekly or bi-monthly basis as dictated by the scope and size of the construction project,

6. review monthly or other periodic applications for payment by the Construction Manager or Contractor,

7. prepare change orders and/or field orders,

8. prepare punch lists, inspect completed work and edit punch lists as conditions warrant,

9. issue and sign Certificates of Substantial Completion,

10. issue and sign Certificates of Final Inspection,

11. review and approve project close-out documents.

The PA/E shall be the representative of the Board during the construction phase and shall advise and consult with the Board as to all phases of construction. Instructions from the Facilities Planning, Design and Construction Department or Board to the Construction Manager or Contractor shall be forwarded through the PA/E. The PA/E shall have authority to act on behalf of the Board only to the extent provided for in the contract documents, unless otherwise modified by written mutual agreement. The PA/E shall visit the site at intervals appropriate to various stages of construction and become generally familiar with the progress and quality of the work performed by the Construction Manager or Contractor and determine and advise the Board whether the work is proceeding in accordance with the contract documents. The PA/E shall review, approve, or take other appropriate action upon the Construction Manager's or

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10.14.a

Contractor's submittal of documents, including, but not limited to, shop drawings, project data and samples, but only for compliance with the design concept of the work and with the information given in the contract documents. Such action by the PA/E shall be taken with reasonable promptness so as to cause no delay to the Project. The PA/E's approval of specific items shall not indicate approval of any assembly of which the item is a component. The PA/E shall certify the Construction Manager's or Contractor's monthly application for payment based upon the percentage of the construction completed at the Project in accordance with the plans and specifications. The PA/E shall determine the amounts owing to the Construction Manager or Contractor based on observations at the site. After evaluating the Construction Manager's or Contractor's application for payment, if the PA/E approves, the PA/E shall sign the certificate and forward it to the Facilities Planning, Design and Construction Department inspector. The failure of the PA/E to forward to the Board the completed submittal and all required back-up data, or if the certificate (or request for payment) is incorrectly prepared or contains arithmetic errors, the Board may reject the Construction Manager's or Contractor's pay application and return it to the PA/E without penalty to the Board because of delay or error.

The PA/E shall invite and include the Facilities Planning, Design and Construction Department to review meetings and to review inspections during the time when the Construction Manager's or Contractor's applications for payment are evaluated by the PA/E.

The PA/E shall provide appropriate administration of the Project including special inspections and testing of materials and systems at Board expense that are included in the construction contract.

The PA/E shall prepare change orders and keep the Board (through the Office of the School Board Architect) informed monthly as to the progress and quality of the work and endeavor to guard the Board against defects and deficiencies in the work by the Construction Manager, Contractor or his subcontractors and material suppliers.

The PA/E shall conduct appropriate observations to determine the dates of substantial

and final completion, receive and forward to the Board written warranties and documents required by the construction contract and certify the final certificate of payment in affidavit form, certifying that to the best of his knowledge the Project has been constructed according to the final plans and specifications, Florida Building Code, ADA and all other applicable codes, and that all mandatory requirements have been satisfied.

The PA/E shall have the authority and duty to reject work by the Construction Manager or Contractor which does not conform to the contract documents. If the PA/E observes faulty materials or workmanship at the Project, or if the PA/E observes the use of improper material or any work not being accomplished in a satisfactory manner by the Construction Manager, Contractor or subcontractors, the PA/E shall immediately notify the Construction Manager or Contractor and the Facilities Planning, Design and Construction Department.

Although the PA/E does not guarantee the performance of the construction contract, the PA/E shall, nevertheless, exercise due diligence to protect the Board against defects and deficiencies in the work and use of improper materials by the Construction Manager or Contractor and subcontractors.

After substantial completion of the work, the PA/E shall furnish the Board with a certified statement, in affidavit form, that in his professional opinion, the Project has been performed and completed according to the contract documents, Florida Building Code, ADA and all other applicable codes, and that all mandatory requirements have been satisfied.

The PA/E shall interpret the requirements of the construction contract documents. The PA/E shall render such interpretations as are necessary with reasonable promptness when written request is made by the Board, Construction Manager or Contractor. The PA/E shall render written decisions, within seven (7) calendar days, on all claims, disputes and other matters questioned by the Construction Manager, Contractor or Facilities Planning, Design and Construction Department relating to the execution or progress of the work or the interpretation of the contract documents.

The PA/E shall diligently assist the Board in obtaining correct and accurate as-built or

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10.14.a

record drawings from the Construction Manager or Contractor.

In the event the Board, Facilities Planning, Design and Construction Department, Construction Manager or Contractor requests the PA/E to visit the Project after substantial completion is accepted by the Board or during the warranty periods, review or observations which are conducted in connection with punch lists or warranty issues shall not be considered Additional Services. However, in the event that the PA/E continues to provide contract administration, because of the failure of the Construction Manager or Contractor to complete the Project within 110% of the calendar days allotted for construction in the contract for construction and in subsequent change orders, after the original construction contract completion date and extensions have been approved and the cause of the delay is the Construction Manager's or Contractor's and is not attributable to the PA/E, the PA/E may request the Board to withhold from the Construction Manager's or Contractor's partial or final payment sufficient sums in order to compensate the PA/E for extended contract administration. If the PA/E certifies that he has provided such extended contract administration and the delay in construction is the fault of the Construction Manager or Contractor and is not attributable to the PA/E, the additional contract administration shall be regarded as Additional Services for which the PA/E shall be entitled to negotiate additional compensation based on an hourly rate.

E. In the event of a claim by the Construction Manager or Contractor based upon error, omission, act, or failure to act, or failure to act in a timely manner on the part of the PA/E, the PA/E shall be liable to the Owner to the extent the Owner is, in turn, obligated to the Construction Manager or Contractor for these errors, omissions, acts, or failure to act, or failure to act in a timely fashion, together with costs, and reasonable attorney's fees, if any, incurred by the Owner as a result of such error, omissions, act, or failure to act or failure to timely act.

F. If the estimated construction budget (adjusted as provided in the third paragraph on page 1 of this Agreement) is exceeded by the Guaranteed Maximum Price (GMP), the Board shall have the option in the Board's best interest to:

1. give written approval of an increase in such fixed limit; or,

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2. if the Project is abandoned, terminate in accordance with Paragraph X; or,

3. cooperate in revising the Project scope and/or quality and/or design as required to reduce the construction cost.

If the Board chooses to proceed under Paragraph G.3. above, the PA/E, without additional charge, shall modify the Contract Documents as necessary to comply with the fixed limit established as a condition of this Agreement and/or subsequently approved by the Board. A full faith effort (as approved by the Owner) on the part of the PA/E in the modification of the Contract Documents shall be the limit of the PA/E's responsibility arising out of the original establishment of the fixed limit and/or as subsequently approved by the Board. The PA/E shall be entitled to compensation in accordance with this Agreement for all other services actually performed whether or not the Construction Phase is commenced, without considering work in this paragraph to be Additional Services.

II. ADDITIONAL ENGINEERING SERVICES. Additional services, if performed by the PA/E at the request of the Board, shall entitle the PA/E to additional compensation to be negotiated at the time that the Board requests such services. The following are considered additional services: detailed construction cost estimator, acoustician, landscape architect, site irrigation consultant, graphic design consultant, on-site civil engineering, off-site civil engineering, third bid proceeding, expert testimony, public hearing, legal proceedings (unless subpoenaed by the tribunal or a third party), full-time Project representative, program writing, special feasibility studies, evaluation of more than one site, master planning, bidding and coordination of separate contracts, expanded services caused by fire or similar causes or the default of the Construction Manager, Contractor or Board making measured drawings, travel out-of-county requested by the Board, threshold building inspections as required by the Board and the law, Florida Energy Evaluation Technique (FLEET), development of regional impact study, applications to DEP, application to Southwest Florida Water Management District, making revisions inconsistent with prior Board approval, and other services not otherwise included in this Agreement. For further explanation of Additional Services, the PA/E shall refer to the PA/E's Handbook. Generally, if the Board requests Additional Services, the PA/E shall

furnish such services requested with the fees to be negotiated between the PA/E and the Board. Under no circumstances will the principals of the PA/E and the principals of his consultants be paid a fee in excess of **\$125** per hour.

III. <u>BOARD RESPONSIBILITIES</u>. The Board shall provide a program (or Educational Specifications) which outlines its design objectives, constraints and criteria, including space requirements and relationships, flexibility, expandability, special equipment and systems and site requirements.

The Board shall furnish, if necessary, a legal description and land survey of the site, and if applicable, grades and lines of the streets, alleys, pavements, adjoining property, rights-of-way, easements, boundaries and contours of the site, locations, dimensions and complete data pertaining to the existing buildings on the site, and, if necessary, site information as to trees and shrubs and such information as is necessary concerning available services and utility lines above and below grade, including inverts and depths.

The Board shall furnish information and render approvals and decisions as expeditiously as necessary for the orderly progress of the PA/E's services.

IV. COMPENSATION.

The total payment for services will be **\$32,464** and is itemized as follows:

A. <u>Payment for Basic Services</u>. For the "Basic Services" to be performed pursuant to this Agreement, the PA/E will be paid a fee of **\$32,464** to be paid periodically according to Article V of this Agreement.

B. <u>Payment for Additional Services</u>. The PA/E shall be entitled to additional compensation for those services which the PA/E agrees to perform set forth as follows:

## There are no Additional Services identified at this time with this project.

C. <u>Reuse of Documents</u>. Notwithstanding anything contained in this Agreement or any Document referenced herein to the contrary, the drawing, specifications and other documents prepared by the PA/E for this Project are instruments of the PA/E's service, but the drawings and specifications shall be owned by the Board. The PA/E shall assign to the Board all

common law, statutory and other reserved rights, including the copyright. The Board shall be

permitted to retain copies, including reproducible copies, of the PA/E's drawings, specifications

and other documents for information and reference in connection with the Board's use and

occupancy of the Project. The Board may reuse the drawings, specifications or other

documents on other projects in accordance with Sec. 1013.45(4), F.S.

V. <u>PAYMENT SCHEDULE</u>. Compensation (the Basic Services fee) shall be paid to the

PA/E based upon Article IV and shall be paid as follows and upon receipt of proper billing:

A. Preliminary Design Phase (Phase II):

1. 100% complete Phase II Documents......(25%)........\$8,116.00 (Upon review and approval by the Facilities Planning, Design and Construction Department)

B. Construction Documents Phase (Phase III): Documents shall be submitted and payment will be due within 30 days of each submittal as follows:

1. 66% complete Phase III Documents......(20%)......\$6,492.80 (Upon review and approval by the Facilities Planning, Design and Construction Department)

D. Construction Phase (Phase V): During the construction phase of the Project, the

PA/E will be paid the fee of (25%) \$8,116.00 to be paid periodically in proportion to the percentage of construction completed on the project.

VI. <u>TIMELINE</u>. Time is of the essence in performing the services required pursuant to this Agreement. The following time schedule shall govern the Project and Agreement, except to the extent waived by the Board or the Facilities Planning, Design and Construction Department in writing or otherwise expressly stated herein:

A. The Preliminary Design Phase II submittal for the Project shall be submitted to the Facilities Planning, Design and Construction Department on or before **thirty (30)** calendar days from the date of this Agreement for submittal to the Board.

B. Following approval of the Preliminary Design Phase II submittal by the Board, the Construction Documents Phase III 100% complete submittal shall be presented to the Facilities Planning, Design and Construction Department on or before **thirty (30)** calendar days for submittal to the Board.

C. Any required revisions to a design phase to obtain State of Florida (DOE), Board, or Facilities Planning, Design and Construction Department approval shall extend the above timelines for a reasonable period of time in order to comply with the required revisions.

D. If major revisions to the final design phase documents are requested and made or the Board makes major revisions in the program scope or Educational Specifications, the parties shall negotiate a reasonable fee for such major revisions or changes.

VII. <u>EXTRA COMPENSATION</u>. The Board shall pay no fees, other than described above, to the PA/E unless authorized by the Board as follows:

A. If the scope of the Project or site is changed, the Board and the PA/E shall negotiate a reasonable fee based upon the probable estimated construction cost in changing the scope of the work and the approximate percentage of the estimated construction cost which was used to negotiate this Agreement if, and, as such may be applicable.

B. If the DOE or Board requires the PA/E to make major or costly changes to the Schematic, Preliminary or Construction Document Phase submittals, which changes are not caused by architectural or engineering error or oversight, the PA/E shall be paid to redesign for additional expenses in an amount agreed to by the parties. Under no circumstances will the principals of the PA/E and the principals of his consultants be paid a fee in excess of **\$125** per hour.

VIII. <u>DOCUMENTS</u>. The Board will reimburse the PA/E for reproduction costs of plans and specifications as set forth in the PA/E Handbook.

IX. ASSIGNMENTS AND AMENDMENTS. Neither the PA/E nor the Board shall

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assign, sublet or transfer any interest in this Agreement without the consent of both parties. This Agreement may be amended only by written instrument signed by both the PA/E and the Superintendent of Schools, as approved by the Board.

X. <u>TERMINATION</u>. This Agreement may be terminated by either party upon seven (7) days' written notice by U. S. Certified Mail that the other party failed substantially to perform in accordance with the terms and conditions of this Agreement through no fault of the party initiating termination. This Agreement may be terminated without cause by either party upon thirty (30) days' written notice by U. S. Certified Mail. Termination of this Agreement may only be accomplished as provided herein. In the event this Agreement is terminated by the Board without cause, compensation shall be paid to the PA/E for all services performed to the date of termination. If terminated by the PA/E without cause, the PA/E shall be liable to the Board for direct and consequential damages resulting from the PA/E not completing the contract.

XI. COOPERATION WITH THE FACILITIES PLANNING, DESIGN AND

CONSTRUCTION DEPARTMENT. The PA/E shall work in cooperation with the Facilities Planning, Design and Construction Department on all phases of the Project. The Facilities Planning, Design and Construction Department shall be the liaison between the Board and the PA/E, and whenever this Agreement requires the PA/E to tender any item, article or work product to the Board, such tender shall be accomplished upon timely presentation of such item or work product to the Facilities Planning, Design and Construction Department which shall include transmittal of each design phase submittal in order to present this submittal to the Board in accordance with Article VI. The PA/E shall rely on any written statement from the Facilities Planning, Design and Construction Department that the Board or Superintendent of the School District has taken some action required or allowed by this Agreement. Questions of design, budget, construction, unforeseen problems and related matters shall be submitted to the Facilities Planning, Design and Construction Department for transmittal to the Board and/or the PA/E.

XII. PROHIBITION AGAINST CONTINGENT FEE. The PA/E warrants that he has not

employed or retained any company or person, other than a bona fide employee working solely for the PA/E, to solicit or secure this Agreement, and that he has not paid or agreed to pay any person, company, corporation, individual or firm, other than a bona fide employee working solely for the PA/E, any fee, commission, percentage, gift, or any other consideration contingent upon or resulting from the award or making of this Agreement (287.055, Florida Statutes). For a breach or violation of this provision, the Board shall have the right to terminate the Agreement without liability and, at its discretion, deduct from the Contract price or otherwise recover the full amount of such fee, commission, percentage, gift or consideration.

XIII.<u>TRUTH-IN-NEGOTIATION</u>. The PA/E shall provide a truth-in-negotiation certificate stating that wages and other factual unit costs supporting the negotiated fee were accurate, complete and current at the execution of the Agreement. The Agreement price shall be adjusted to exclude any significant sums the Board determines inflated the Agreement price due to inaccurate, incomplete wage rates or noncurrent wage rates and other factual unit costs. All adjustments shall be made within one (1) year following issuance of a Certificate of Final Inspection and/or termination of this Agreement.

XIV. <u>PROFESSIONAL LIABILITY INSURANCE</u>. The Board will not purchase a blanket professional liability insurance policy to cover the PA/E and its consultants. It is the responsibility of the PA/E to provide, and PA/E will provide, liability insurance in the amount of \$1,000,000 with a \$25,000 deductible. The PA/E may provide more insurance and/or a lower deductible at his/her discretion.

XV. <u>INDEMNITY AND LIMITATION OF THE PA/E'S LIABILITY TO THE BOARD</u>. The PA/E agrees to indemnify and hold harmless the Board from and against all claims, damages and related expenses including attorney fees arising out of the negligent acts, errors and omissions of the PA/E or its consultants on this project.

XVI. <u>INABILITY TO FUND THE PROJECT</u>. Upon written certification by the Board that the Project cannot be funded from the Board's budget, performance under this Agreement shall be suspended. In the event this Agreement is suspended as provided in this Article,

compensation will be made to the PA/E for all services performed to the date on which the Board provides the PA/E with written certification of "lack of funding," and such compensation will be in complete satisfaction of any claim or right of action which the PA/E may possess for damages for non-performance by the Board of any executory term of this Agreement.

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10.14.a

THE SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA By:\_ Carol J. Cook, Chairperson

Attest:\_

IN WITNESS WHEREOF, the parties have hereunto set their hands and seal the day and year

Michael A. Grego, Ed. D. Superintendent

Garg Engineering Enterprises, Inc. 10322 Shady Oak Lane Largo, FL 33777

Title:

print or type name

Approved as to Form:

first written.

atur Wallace School Board Attorney

By:

#### 10/22/13 05:30 PM **Regular School Board Meeting** 301 Fourth Street SW

Largo, FL 33770

# Pinellas County Schools

## SCHEDULED



# **REQUEST FOR APPROVAL (ID # 4258)**

October 22, 2013

TO: MEMBERS OF THE SCHOOL BOARD OF PINELLAS COUNTY

FROM: MICHAEL A. GREGO, Ed.D., SUPERINTENDENT

SUBJECT: Request Approval of Agreement With Harvard Jolly, Inc. for Architectural and Contract Administration Services in Connection With the Construction of the Replacement Facility, in the Amount of \$3,606,122 for Largo High School, Project No. 4511

## BACKGROUND:

Pursuant to Section 287.055 Florida Statutes, negotiations were conducted for architectural services in connection with the Replacement Facility at Largo High School.

The estimated construction cost is \$48,700,000. The agreement is the result of negotiations with the Project Architect/Engineer (PA/E). The cost of this agreement is \$3,606,122. A copy of the agreement is attached.

STRATEGIC DIRECTION: Learning in a Safe Environment

## ALTERNATIVES:

1. Approve the agreement.

2. Do not approve the agreement.

RECOMMENDATION:

Alternative No. 1 is recommended.

RATIONALE:

Approval of the agreement is necessary to proceed with the design at Largo High School.

IMPACT STATEMENT:

Construction Cost (Construction Management)	\$0			
Construction Cost Sub-Total		\$0		
Project Architect/Engineering Design Cost (PA/E)	\$3,606,122			
PA/E Sub-Total		\$3,606,122		
Administrative and Planning Costs (Miscellaneous)	\$95,000			
Miscellaneous Sub-Total		\$95,000		
Furniture, Equipment and Technology (FE & T)	\$0			
FE & T Sub-Total		\$0		
Total Project Cost to Date		\$3,701,122		
The source of this funding is District Capital Outlay School Tax.				

# DATA SOURCE:

David Koperski, School Board Attorney Joe Maceda, Financial Reporting Analyst Doug Pollei, A.I.A. Senior Construction Manager Steve Heiser, A.I.A., Harvard Jolly, Inc.

# SUBMITTED BY:

Michael Bessette, Associate Superintendent, Operational Services

## ATTACHMENTS:

• Largo HS PAE AGREEMENT 10.2.13 (PDF)

10.15

## <u>AGREEMENT</u>

THIS AGREEMENT, made and entered into this **22<sup>nd</sup> day of October**, **2013**, by and between THE SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA, hereinafter referred to as the "Board" and **Harvard Jolly, Inc**., hereinafter referred to as the "Project Architect/Engineer" or the PA/E:

#### WITNESSETH

WHEREAS, the Board intends to construct Largo High School Replacement Facility, herein after referred to as the "Project;" and WHEREAS, the Board has established an established an estimated construction cost of \$47,800,000 for the Project; and

WHEREAS, the PA/E has been selected by the Board pursuant to Section 287.055, Florida Statutes (the Consultants' Competitive Negotiations Act, hereinafter referred to as "CCNA") to enter into negotiations to provide professional architectural/engineering services to the Board for this Project; and

WHEREAS, the PA/E certifies that he is properly licensed in the State of Florida and in Pinellas County to render the professional services required by this Agreement; and

WHEREAS, the Board has requested the PA/E to prepare Schematic, Preliminary and Construction Documents in accordance with the scope of the Project herein: entitled Largo High School Replacement Facility and scheduled for approval by the Board on the 22<sup>nd</sup> day of October, 2013 and to provide construction administration during the construction of the Project and cooperate with the Facilities Planning, Design and Construction Department.

NOW, THEREFORE, the Board and the PA/E, for the consideration hereinafter set forth, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, agree as follows:

I. <u>BASIC SERVICES</u>. The PA/E's basic services shall comply with the Florida Building Code, applicable as of the date of this Agreement, and all supplemental rules issued thereto; the Project Program or Educational Specifications; and the Facilities Planning, Design and Rev. 03/08/10

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Construction Department's "Project Architect and Engineer's Handbook," (hereinafter referred to as the PA/E Handbook) in effect on the date of this Agreement. The PA/E shall follow the requirements of the PA/E Handbook and shall bear responsibility for same except for those specific instances in which he has protested to and received written approval from the Facilities Planning, Design and Construction Department for an exception. The Basic Services shall consist of five phases described in Articles I.A through I.E of this Agreement, unless otherwise expressly stated herein, and shall include, but not necessarily be limited to, normal architectural site design, architectural design, structural, mechanical and electrical engineering.

Architectural site design shall be defined for purposes of this Agreement as those services the PA/E would normally provide to designate paved and walkway areas, establish a building footprint, designate building floor elevations and spot elevations or contour lines of surrounding grades sufficient to indicate surface rain water run-off.

Civil engineering, except provided above as an architectural site design, will be considered as "additional services" as defined in Article II.

The PA/E shall prepare and file documents required for approval by governmental authorities having jurisdiction over the Project, except that under Basic Services the PA/E will not be required to serve as an expert witness at public hearings or legal proceedings, nor will the PA/E be required to prepare or file a Development of Regional Impact (DRI) study with the Tampa Bay Regional Planning Council, nor prepare detailed information for the Department of Environmental Protection, (hereinafter referred to as the "DEP"), nor for the Southwest Florida Water Management District, nor local or other environmental agencies. Such services may be provided by the PA/E at the Board's request as an Additional Service. The PA/E shall, however, meet with the District Staff and make presentations to the Board as deemed necessary in the sole discretion of the Facilities Planning, Design and Construction Department as a part of the basic services.

A. <u>Schematic Design Phase I</u>. The PA/E shall review the program and the Project budget requirements as established by the Board, and the proposed site selected by the Board,

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and shall investigate the conditions at the Project site in order to prepare appropriate schematic architectural and engineering documents in accordance with the program. In the event that an ambiguity or contradiction exists between the program, this Agreement, the PA/E Handbook, or the Florida Building Code, the PA/E shall apply for and receive from the Facilities Planning, Design and Construction Department a written interpretation which will bind both parties. Upon such written request, the Facilities Planning, Design and Construction Department will respond within thirty (30) working days after the date appearing on the request. Upon application of and receipt from the Facilities Planning, Design and Construction Department of an interpretation of the program, the parties to this Agreement and subsequent agreements will be bound by such interpretation.

Upon the Board's approval of a building site, the PA/E shall provide architectural site design which will provide for ingress and egress. During the Schematic Design Phase I, the PA/E shall prepare alternate approaches to design and construction; shall review such with designated representatives of the Owner; and shall continue in these efforts to resolve problems and develop an acceptable design solution to a degree which the Facilities Planning, Design and Construction Department will personally approve for presentation to the Board. Only changes after the Facilities Planning, Design and Construction Department's approval of such schematic design solution may entitle the PA/E to additional compensation.

Based upon the approved program (and any revisions made thereto during the Schematic Design Phase), budget requirements and building site considerations, the PA/E shall prepare and submit for approval by the Board the Schematic Design Document Phase I, consisting of drawings and other documents as defined in the PA/E Handbook illustrating the scale and relationship of the Project components, along with a statement of probable construction cost based upon current area, volume or other unit costs.

Beginning with the Schematic Design Phase I and with each subsequent submittal (Preliminary Design Phase II, if required) and Construction Documents Phase III, the PA/E shall submit an estimated statement of probable construction cost. In the event the estimate exceeds the approved budget sum, the PA/E shall identify the work which can be accomplished for a base bid sum equal to or less than the budgeted sum, and shall identify alternate bids to be bid, together with the estimated costs for such alternate bids. The Board may elect to accept an estimate of construction costs higher than previously established in the budget or previously approved during a phase estimate, or the Board may elect to proceed with the base bid equal to or less than the budgeted sum, along with additive alternate bids, or the Board may reject that phase submittal. Acceptance of the higher estimate of probable construction costs shall establish a new construction sum for the Project towards which the PA/E shall endeavor to design the project in order to not exceed the estimated construction costs of the new budget adopted by the Board.

B. <u>Preliminary Design Phase II</u>. From the Schematic Design Phase I submittal approved by the Board, and in accordance with the Facilities Planning, Design and Construction Department review requirements, the PA/E will prepare the Preliminary Design Phase II for submission to and approval by the Board. During this phase, the PA/E shall develop appropriate drawings and outline specifications and other documents as required by the PA/E Handbook to establish and describe the size and character of the entire Project with regard to the architectural site design, architectural, structural, mechanical and electrical systems, materials and other such elements as may be appropriate, and shall submit a refined statement of probable construction costs as defined by Article I.A.

C. <u>Construction Document Phase III</u>. The PA/E shall continue to investigate the existing conditions at the Project site after the Board approves the Preliminary Design Phase II submittal and shall make further minor adjustments to the scope or quality of the Project, as authorized by the Board in the previous submittals or by adjustments made to the budget for the Project. Based upon the approved Preliminary Design Phase II submittal as authorized by the Board, and in accordance with Facilities Planning, Design and Construction Department review requirements, the PA/E shall prepare for the Board and/or Department of Education (DOE) approval, the Construction Documents Phase III submittal consisting of final plans (drawings)

Attachment: Largo HS PAE AGREEMENT 10.2.13 (4258 : Agreement with Harvard Jolly, Inc - Largo High)

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and specifications setting forth in detail the requirements for the construction of the Project, as defined in the PA/E Handbook. The PA/E shall advise the Board of any adjustments to the previous statements of probable construction cost. The PA/E shall assist the Board in connection with the Board's responsibility for filing documents required for the approval of governmental authorities having jurisdiction over the Project.

D. <u>Bidding Phase IV</u>. The PA/E shall assist the Board in preparing necessary bidding forms and conditions of the Contract and the form of Agreement between the Board and the Construction Manager or Contractor shall convene, attend and conduct the prebid conference at the job site or any other place designated by the PA/E, and shall assist the Board in obtaining sufficient bids for the Project.

E. <u>Construction Phase V</u>. The construction phase will commence with the award of the Contract for construction. The PA/E will administer the construction contract by making periodic visits to the site at intervals appropriate to the progress of the construction (or otherwise agreed to by the PA/E in writing). The administration of the construction contract shall include but not be limited to the following:

1. convene, attend and conduct the preconstruction conference,

2. prepare and print minutes of all meetings and distribute to the appropriate parties,

3. provide special inspections required by the Facilities Planning, Design and Construction Department in accordance with the contract documents,

4. review shop drawings for compliance with contract documents,

5. attend job site meetings on a weekly or bi-monthly basis as dictated by the scope and size of the construction project,

6. review monthly or other periodic applications for payment by the Construction Manager or Contractor,

7. prepare change orders and/or field orders,

8. prepare punch lists, inspect completed work and edit punch lists as conditions warrant,

9. issue and sign Certificates of Substantial Completion,

Attachment: Largo HS PAE AGREEMENT 10.2.13 (4258 : Agreement with Harvard Jolly, Inc - Largo High)

- 10. issue and sign Certificates of Final Inspection,
- 11. review and approve project close-out documents.

The PA/E shall be the representative of the Board during the construction phase and shall advise and consult with the Board as to all phases of construction. Instructions from the Facilities Planning, Design and Construction Department or Board to the Construction Manager or Contractor shall be forwarded through the PA/E. The PA/E shall have authority to act on behalf of the Board only to the extent provided for in the contract documents, unless otherwise modified by written mutual agreement. The PA/E shall visit the site at intervals appropriate to various stages of construction and become generally familiar with the progress and quality of the work performed by the Construction Manager or Contractor and determine and advise the Board whether the work is proceeding in accordance with the contract documents. The PA/E shall review, approve, or take other appropriate action upon the Construction Manager's or Contractor's submittal of documents, including, but not limited to, shop drawings, project data and samples, but only for compliance with the design concept of the work and with the information given in the contract documents. Such action by the PA/E shall be taken with reasonable promptness so as to cause no delay to the Project. The PA/E's approval of specific items shall not indicate approval of any assembly of which the item is a component. The PA/E shall certify the Construction Manager's or Contractor's monthly application for payment based upon the percentage of the construction completed at the Project in accordance with the plans and specifications. The PA/E shall determine the amounts owing to the Construction Manager or Contractor based on observations at the site. After evaluating the Construction Manager's or Contractor's application for payment, if the PA/E approves, the PA/E shall sign the certificate and forward it to the Facilities Planning, Design and Construction Department inspector. The failure of the PA/E to forward to the Board the completed submittal and all required back-up data, or if the certificate (or request for payment) is incorrectly prepared or contains arithmetic errors, the Board may reject the Construction Manager's or Contractor's pay application and return it to the PA/E without penalty to the Board because of delay or error.

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The PA/E shall invite and include the Facilities Planning, Design and Construction Department to review meetings and to review inspections during the time when the Construction Manager's or Contractor's applications for payment are evaluated by the PA/E.

The PA/E shall provide appropriate administration of the Project including special inspections and testing of materials and systems at Board expense that are included in the construction contract.

The PA/E shall prepare change orders and keep the Board (through the Office of the School Board Architect) informed monthly as to the progress and quality of the work and endeavor to guard the Board against defects and deficiencies in the work by the Construction Manager, Contractor or his subcontractors and material suppliers.

The PA/E shall conduct appropriate observations to determine the dates of substantial and final completion, receive and forward to the Board written warranties and documents required by the construction contract and certify the final certificate of payment in affidavit form, certifying that to the best of his knowledge the Project has been constructed according to the final plans and specifications, Florida Building Code, ADA and all other applicable codes, and that all mandatory requirements have been satisfied.

The PA/E shall have the authority and duty to reject work by the Construction Manager or Contractor which does not conform to the contract documents. If the PA/E observes faulty materials or workmanship at the Project, or if the PA/E observes the use of improper material or any work not being accomplished in a satisfactory manner by the Construction Manager, Contractor or subcontractors, the PA/E shall immediately notify the Construction Manager or Contractor and the Facilities Planning, Design and Construction Department.

Although the PA/E does not guarantee the performance of the construction contract, the PA/E shall, nevertheless, exercise due diligence to protect the Board against defects and deficiencies in the work and use of improper materials by the Construction Manager or Contractor and subcontractors.

After substantial completion of the work, the PA/E shall furnish the Board with a certified

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statement, in affidavit form, that in his professional opinion, the Project has been performed and completed according to the contract documents, Florida Building Code, ADA and all other applicable codes, and that all mandatory requirements have been satisfied.

The PA/E shall interpret the requirements of the construction contract documents. The PA/E shall render such interpretations as are necessary with reasonable promptness when written request is made by the Board, Construction Manager or Contractor. The PA/E shall render written decisions, within seven (7) calendar days, on all claims, disputes and other matters questioned by the Construction Manager, Contractor or Facilities Planning, Design and Construction Department relating to the execution or progress of the work or the interpretation of the contract documents.

The PA/E shall diligently assist the Board in obtaining correct and accurate as-built or record drawings from the Construction Manager or Contractor.

In the event the Board, Facilities Planning, Design and Construction Department, Construction Manager or Contractor requests the PA/E to visit the Project after substantial completion is accepted by the Board or during the warranty periods, review or observations which are conducted in connection with punch lists or warranty issues shall not be considered Additional Services. However, in the event that the PA/E continues to provide contract administration, because of the failure of the Construction Manager or Contractor to complete the Project within 110% of the calendar days allotted for construction in the contract for construction and in subsequent change orders, after the original construction contract completion date and extensions have been approved and the cause of the delay is the Construction Manager's or Contractor's and is not attributable to the PA/E, the PA/E may request the Board to withhold from the Construction Manager's or Contractor's partial or final payment sufficient sums in order to compensate the PA/E for extended contract administration. If the PA/E certifies that he has provided such extended contract administration and the delay in construction is the fault of the Construction Manager or Contractor and is not attributable to the PA/E, the PA/E, the PA/E, the additional contract

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administration shall be regarded as Additional Services for which the PA/E shall be entitled to negotiate additional compensation based on an hourly rate.

F. In the event of a claim by the Construction Manager or Contractor based upon error, omission, act, or failure to act, or failure to act in a timely manner on the part of the PA/E, the PA/E shall be liable to the Owner to the extent the Owner is, in turn, obligated to the Construction Manager or Contractor for these errors, omissions, acts, or failure to act, or failure to act in a timely fashion, together with costs, and reasonable attorney's fees, if any, incurred by the Owner as a result of such error, omissions, act, or failure to act or failure to timely act.

G. If the estimated construction budget (adjusted as provided in the third paragraph on page 1 of this Agreement) is exceeded by the Guaranteed Maximum Price (GMP), the Board shall have the option in the Board's best interest to:

1. give written approval of an increase in such fixed limit; or,

2. if the Project is abandoned, terminate in accordance with Paragraph X; or,

3. cooperate in revising the Project scope and/or quality and/or design as required to reduce the construction cost.

If the Board chooses to proceed under Paragraph G.3. above, the PA/E, without additional charge, shall modify the Contract Documents as necessary to comply with the fixed limit established as a condition of this Agreement and/or subsequently approved by the Board. A full faith effort (as approved by the Owner) on the part of the PA/E in the modification of the Contract Documents shall be the limit of the PA/E's responsibility arising out of the original establishment of the fixed limit and/or as subsequently approved by the Board. The PA/E shall be entitled to compensation in accordance with this Agreement for all other services actually performed whether or not the Construction Phase is commenced, without considering work in this paragraph to be Additional Services.

II. <u>ADDITIONAL ARCHITECTURAL SERVICES</u>. Additional services, if performed by the PA/E at the request of the Board, shall entitle the PA/E to additional compensation to be negotiated at the time that the Board requests such services. The following are considered

additional services: detailed construction cost estimator, acoustician, landscape architect, site irrigation consultant, graphic design consultant, on-site civil engineering, off-site civil engineering, third bid proceeding, expert testimony, public hearing, legal proceedings (unless subpoenaed by the tribunal or a third party), full-time Project representative, program writing, special feasibility studies, evaluation of more than one site, master planning, bidding and coordination of separate contracts, expanded services caused by fire or similar causes or the default of the Construction Manager, Contractor or Board making measured drawings, travel out-of-county requested by the Board, threshold building inspections as required by the Board and the law, Florida Energy Evaluation Technique (FLEET), development of regional impact study, applications to DEP, application to Southwest Florida Water Management District, making revisions inconsistent with prior Board approval, and other services not otherwise included in this Agreement. For further explanation of Additional Services, the PA/E shall refer to the PA/E's Handbook. Generally, if the Board requests Additional Services, the PA/E shall furnish such services requested with the fees to be negotiated between the PA/E and the Board. Under no circumstances will the principals of the PA/E and the principals of his consultants be paid a fee in excess of **\$125** per hour.

III. <u>BOARD RESPONSIBILITIES</u>. The Board shall provide a program (or Educational Specifications) which outlines its design objectives, constraints and criteria, including space requirements and relationships, flexibility, expandability, special equipment and systems and site requirements.

The Board shall furnish, if necessary, a legal description and land survey of the site, and if applicable, grades and lines of the streets, alleys, pavements, adjoining property, rights-ofway, easements, boundaries and contours of the site, locations, dimensions and complete data pertaining to the existing buildings on the site, and, if necessary, site information as to trees and shrubs and such information as is necessary concerning available services and utility lines above and below grade, including inverts and depths.

The Board shall furnish information and render approvals and decisions as expeditiously

as necessary for the orderly progress of the PA/E's services.

# IV. COMPENSATION.

The total payment for services will be **\$3,606,122** and is itemized as follows:

A. <u>Payment for Basic Services</u>. For the "Basic Services" to be performed pursuant to this Agreement, the PA/E will be paid a fee of **\$2,727,850** to be paid periodically according to Article V of this Agreement.

B. <u>Payment for Additional Services</u>. The PA/E shall be entitled to additional compensation for those services which the PA/E agrees to perform set forth as follows:

# Fee Code for Additional Service Items:

**LS** = Lump Sum **IR** = If Required HNTE = Hourly Not To Exceed

# Payment Code for Additional Service Items:

MBS = Match Basic ServicesUCTB = Upon Completion of Task, BoardApproval

**SDT** = At Stages During Task, SBA Approval **UCTS** = Upon Completion of Task, SBA Approval

Additional Service Items:	Total Fee	Fee Code	Pay Code	
Studies:				
1. Traffic Study	\$8,500	LS	UCTS	
2. Geothermal Mechanical	\$44,000	LS	UCTS	
3. Geothermal Administration	\$15,000	Allowance	UCTS	
4. Geothermal Testing	\$40,000	Allowance	UCTS	
6. Drainage Study	\$15,000	LS	UCTS	

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Compliance w/ Regulatory Agencies City: Largo County Pinellas a) preparation for two meetings with agency staff, revise and resubmit included in this is a charge of \$200 per person per public or other hearing	\$13,000 Allowance	HNTE	UCTS
Landscape Architecture Well/Pump Design & Irrigation System Design	\$45,000	LS	MBS
FEEC Submittal & Compliance (Florida Energy Efficiency Code)	\$10,000	LS	UCTS
LCCA (Life Cycle Cost Analysis)	\$5,500	LS	UCTS
Acoustical Consultant	\$47,500	LS	MBS
Painting/Coating Consultant	\$33,000	LS	SDT
Food Service Consultant	\$22,000	LS	MBS
Roofing Consultant	\$6,820	LS	SDT
Portable Design	\$70,552	LS	MBS
HVAC Controls System Commissioning	\$9,000	IR	UCTS
Theatrical Consultant	\$Included in Acoustical		
Theater Lighting Consultant	\$Included in Acoustical		
EHPA	\$200,000	Allowance	MBS
F.I.S.H.	\$3,500	LS	UCTS
Threshold Building Inspection	\$44,000	LS	SDT
Environmental Consultant - Radon	\$7,260	LS	MBS

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Local Agency Permit Portables \$5,4	500	LS	UCTS
SWFWMD Permit Portables \$6,0	000	IR	UCTS
SWFWMD Permit New \$8,0 Campus	000	IR	UCTS
SWFWMD Exemption \$NA	A		
NPDES \$2,	500	LS	UCTS
Local Agency Permits - New \$8,	750	LS	UCTS
Water Permit (FDEP) \$1,9	950	IR	UCTS
Sewer Permit (FDEP) \$1,9	950	IR	UCTS

Additional Service Items:	Total Fee	Fee Code	Pay Code
Roadway Improvements (Missouri Ave Intersection)	\$6,050	IR	UCTS
Roadway Improvements (1 <sup>st</sup> Ave, 4 <sup>th</sup> St and East Bay Intersection)	\$13,750	IR	UCTS
Signalization Improvements at East Bay	\$16,500	IR	UCTS
Sanitary Sewer Relocation (From alley to 1 <sup>st</sup> Ave)	\$8,690	LS	UCTS
Storm Drainage System Relocation ( 2 <sup>nd</sup> Ave to 1 <sup>st</sup> Ave)	\$8,250	LS	UCTS
Right-of-Way Vacation	\$7,150		UCTS
Meetings with PSTA, etc.	\$1,100	LS	UCTS
FDOT Driveway Permit (Missouri Ave.)	\$5,500	IR	UCTS
FDOT Intersection Improvements Permitting( East Bay/4 <sup>th</sup> Ave)	\$7,500	IR	UCTS
FDOT Drainage Connection Permit (at East Bay Dr.)	\$9,500	IR	UCTS

C. <u>Reuse of Documents</u>. Notwithstanding anything contained in this Agreement or any Document referenced herein to the contrary, the drawing, specifications and other documents prepared by the PA/E for this Project are instruments of the PA/E's service, but the drawings and specifications shall be owned by the Board. The PA/E shall assign to the Board all common law, statutory and other reserved rights, including the copyright. The Board shall be permitted to retain copies, including reproducible copies, of the PA/E's drawings, specifications and other documents for information and reference in connection with the Board's use and occupancy of the Project. The Board may reuse the drawings, specifications or other documents on other projects in accordance with Sec. 1013.45(4), F.S.

V. <u>PAYMENT SCHEDULE</u>. Compensation (the Basic Services fee) shall be paid to the PA/E based upon Article IV and shall be paid as follows and upon receipt of proper billing:

Schematic Design - Phase I	15%	\$409,178	Upon SBA Approval
Preliminary Design - Phase II	25%	\$681,963	Upon Board Approval
Construction Documents - Phase III 75% Submittal 100% Submittal	25%	\$511,472 \$170,491	Upon SBA Receipt Upon SBA Receipt
SBA Approval of Permit Review	10%	\$272,785	
Bidding	0%		
Construction Administration Services	25%	\$681,961	Upon SBA Approval

The PA/E Construction Administration fee will be paid based on the percentage of construction completed on the project.

VI. <u>TIMELINE</u>. Time is of the essence in performing the services required pursuant to this Agreement. The following time schedule shall govern the Project and Agreement, except to the extent waived by the Board or the Facilities Planning, Design and Construction Department in writing or otherwise expressly stated herein:
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A. Following approval of this Agreement, the Schematic Design Phase I submittal for the Project shall be submitted to the Facilities Planning, Design and Construction Department on or before **45** calendar days for submittal to the Board.

B. Following approval of the Schematic Design Phase I submittal by the Board, the Preliminary Design Phase II submittal for the Project shall be submitted to the Facilities Planning, Design and Construction Department on or before **90** calendar days for submittal to the Board.

C. Following approval of the Preliminary Design Phase II submittal by the Board, the Construction Documents Phase III 100% complete submittal shall be presented to the Facilities Planning, Design and Construction Department on or before **135** calendar days for submittal to the Board.

D. Any required revisions to a design phase to obtain State of Florida (DOE), Board, or Facilities Planning, Design and Construction Department approval shall extend the above timelines for a reasonable period of time in order to comply with the required revisions.

E. If major revisions to the final design phase documents are requested and made or the Board makes major revisions in the program scope or Educational Specifications, the parties shall negotiate a reasonable fee for such major revisions or changes.

VII. <u>EXTRA COMPENSATION</u>. The Board shall pay no fees, other than described above, to the PA/E unless authorized by the Board as follows:

A. If the scope of the Project or site is changed, the Board and the PA/E shall negotiate a reasonable fee based upon the probable estimated construction cost in changing the scope of the work and the approximate percentage of the estimated construction cost which was used to negotiate this Agreement if, and, as such may be applicable.

B. If the DOE or Board requires the PA/E to make major or costly changes to the Schematic, Preliminary or Construction Document Phase submittals, which changes are not caused by architectural or engineering error or oversight, the PA/E shall be paid to redesign for additional expenses in an amount agreed to by the parties. Under no circumstances will the principals of the PA/E and the principals of his consultants be paid a fee in excess of **\$125** per hour.

VIII. <u>DOCUMENTS</u>. The Board will reimburse the PA/E for reproduction costs of plans and specifications as set forth in the PA/E Handbook.

IX. <u>ASSIGNMENTS AND AMENDMENTS</u>. Neither the PA/E nor the Board shall assign, sublet or transfer any interest in this Agreement without the consent of both parties. This Agreement may be amended only by written instrument signed by both the PA/E and the Superintendent of Schools, as approved by the Board.

X. <u>TERMINATION</u>. This Agreement may be terminated by either party upon seven (7) days' written notice by U. S. Certified Mail that the other party failed substantially to perform in accordance with the terms and conditions of this Agreement through no fault of the party initiating termination. This Agreement may be terminated without cause by either party upon thirty (30) days' written notice by U. S. Certified Mail. Termination of this Agreement may only be accomplished as provided herein. In the event this Agreement is terminated by the Board without cause, compensation shall be paid to the PA/E for all services performed to the date of termination. If terminated by the PA/E without cause, the PA/E shall be liable to the Board for direct and consequential damages resulting from the PA/E not completing the contract.

XI. COOPERATION WITH THE FACILITIES PLANNING, DESIGN AND

<u>CONSTRUCTION DEPARTMENT</u>. The PA/E shall work in cooperation with the Facilities Planning, Design and Construction Department on all phases of the Project. The Facilities Planning, Design and Construction Department shall be the liaison between the Board and the PA/E, and whenever this Agreement requires the PA/E to tender any item, article or work product to the Board, such tender shall be accomplished upon timely presentation of such item or work product to the Facilities Planning, Design and Construction Department which shall include transmittal of each design phase submittal in order to present this submittal to the Board in accordance with Article VI. The PA/E shall rely on any written statement from the Facilities Planning, Design and Construction Department that the Board or Superintendent of the School

Attachment: Largo HS PAE AGREEMENT 10.2.13 (4258 : Agreement with Harvard Jolly, Inc - Largo High)

District has taken some action required or allowed by this Agreement. Questions of design, budget, construction, unforeseen problems and related matters shall be submitted to the Facilities Planning, Design and Construction Department for transmittal to the Board and/or the PA/E.

XII. <u>PROHIBITION AGAINST CONTINGENT FEE</u>. The PA/E warrants that he has not employed or retained any company or person, other than a bona fide employee working solely for the PA/E, to solicit or secure this Agreement, and that he has not paid or agreed to pay any person, company, corporation, individual or firm, other than a bona fide employee working solely for the PA/E, any fee, commission, percentage, gift, or any other consideration contingent upon or resulting from the award or making of this Agreement (287.055, Florida Statutes). For a breach or violation of this provision, the Board shall have the right to terminate the Agreement without liability and, at its discretion, deduct from the Contract price or otherwise recover the full amount of such fee, commission, percentage, gift or consideration.

XIII. <u>TRUTH-IN-NEGOTIATION</u>. The PA/E shall provide a truth-in-negotiation certificate stating that wages and other factual unit costs supporting the negotiated fee were accurate, complete and current at the execution of the Agreement. The Agreement price shall be adjusted to exclude any significant sums the Board determines inflated the Agreement price due to inaccurate, incomplete wage rates or noncurrent wage rates and other factual unit costs. All adjustments shall be made within one (1) year following issuance of a Certificate of Final Inspection and/or termination of this Agreement.

XIV. <u>PROFESSIONAL LIABILITY INSURANCE</u>. The Board will not purchase a blanket professional liability insurance policy to cover the PA/E and its consultants. It is the responsibility of the PA/E to provide, and PA/E will provide, liability insurance in the amount of \$1,000,000 with a \$25,000 deductible. The PA/E may provide more insurance and/or a lower deductible at his/her discretion.

XV. INDEMNITY AND LIMITATION OF THE PA/E'S LIABILITY TO THE BOARD. The

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PA/E agrees to indemnify and hold harmless the Board from and against all claims, damages and related expenses including attorney fees arising out of the negligent acts, errors and omissions of the PA/E or its consultants on this project.

XVI. <u>INABILITY TO FUND THE PROJECT</u>. Upon written certification by the Board that the Project cannot be funded from the Board's budget, performance under this Agreement shall be suspended. In the event this Agreement is suspended as provided in this Article, compensation will be made to the PA/E for all services performed to the date on which the Board provides the PA/E with written certification of "lack of funding," and such compensation will be in complete satisfaction of any claim or right of action which the PA/E may possess for damages for non-performance by the Board of any executory term of this Agreement.

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THE SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

By:\_\_

Carol J. Cook, Chairperson

Attest:\_

Michael A. Grego, Ed. D. Superintendent

Harvard Jolly, Inc. 2714 Dr. Martin Luther King Jr. Street N. St Petersburg, FL, 33704

Ву: \_\_\_\_\_

Title: \_\_\_\_\_

William B. Harvard

Approved as to Form:

J. Wallace thy School Board Attorney

#### 10/22/13 05:30 PM **Regular School Board Meeting** 301 Fourth Street SW

Largo, FL 33770

# Pinellas County Schools

## SCHEDULED



## **REQUEST FOR APPROVAL (ID # 4259)**

October 22, 2013

TO: MEMBERS OF THE SCHOOL BOARD OF PINELLAS COUNTY

FROM: MICHAEL A. GREGO, Ed.D., SUPERINTENDENT

SUBJECT: Request Approval of Agreement With Holmes Hepner & Associates, Inc. for Architectural and Contract Administration Services in Connection With the Construction of the New Classroom Building, in the Amount of \$ 1,034,481 for Palm Harbor University High School, Project No. 4510

#### BACKGROUND:

Pursuant to Section 287.055 Florida Statutes, negotiations were conducted for architectural services in connection with the New Classroom Building at Palm Harbor University High School.

The estimated construction cost is \$13,584,490. The agreement is the result of negotiations with the Project Architect/Engineer (PA/E). The cost of this agreement is \$1,034,481. A copy of the agreement is attached.

STRATEGIC DIRECTION: Learning in a Safe Environment

#### ALTERNATIVES:

1. Approve the agreement.

2. Do not approve the agreement.

RECOMMENDATION:

Alternative No. 1 is recommended.

#### RATIONALE:

Approval of the agreement is necessary to proceed with the design at Palm Harbor University High School.

## IMPACT STATEMENT:

Construction Cost (Construction Management)	\$0	
Construction Cost Sub-Total		\$0
Project Architect/Engineering Design Cost (PA/E)	\$1,034,481	
PA/E Sub-Total		\$1,034,481
Administrative and Planning Costs (Miscellaneous)	\$16,600	
Miscellaneous Sub-Total		\$16,600
Furniture, Equipment and Technology (FE & T)	\$0	
FE & T Sub-Total		\$0
Total Project Cost to Date		\$1,051,081
The source of this funding is District Capital Outlay School Tax.		

<u>DATA SOURCE</u>: David Koperski, School Board Attorney Joe Maceda, Financial Reporting Analyst Doug Pollei, A.I.A. Senior Construction Manager Peter Hepner, A.I.A., Holmes Hepner & Associates, Inc.

<u>SUBMITTED BY</u>: Michael Bessette, Associate Superintendent, Operational Services

#### ATTACHMENTS:

• Palm Harbor University HS AGREEMENT (3) (PDF)

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## <u>AGREEMENT</u>

THIS AGREEMENT, made and entered into this **22<sup>nd</sup> day of October**, **2013**, by and between THE SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA, hereinafter referred to as the "Board" and **Holmes Hepner & Associates, Inc**., hereinafter referred to as the "Project Architect/Engineer" or the PA/E:

#### <u>WITNESSETH</u>

WHEREAS, the Board intends to construct **Palm Harbor University High School New Classroom Building**, **Project No. 4510**, herein after referred to as the "Project;" and WHEREAS, the Board has established an estimated construction cost of **\$13,584,490** for the Project; and

WHEREAS, the PA/E has been selected by the Board pursuant to Section 287.055, Florida Statutes (the Consultants' Competitive Negotiations Act, hereinafter referred to as "CCNA") to enter into negotiations to provide professional architectural/engineering services to the Board for this Project; and

WHEREAS, the PA/E certifies that he is properly licensed in the State of Florida and in Pinellas County to render the professional services required by this Agreement; and

WHEREAS, the Board has requested the PA/E to prepare Schematic, Preliminary and Construction Documents in accordance with the scope of the Project herein: entitled **Palm Harbor University High School New Classroom Building, Project No. 4510,** scheduled for approval by the Board on the **22<sup>nd</sup> day of October, 2013** and to provide construction administration during the construction of the Project and cooperate with the Facilities Planning, Design and Construction Department.

NOW, THEREFORE, the Board and the PA/E, for the consideration hereinafter set forth, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, agree as follows:

I. <u>BASIC SERVICES</u>. The PA/E's basic services shall comply with the Florida Building Rev. 03/08/10

Code, applicable as of the date of this Agreement, and all supplemental rules issued thereto; the Project Program or Educational Specifications; and the Facilities Planning, Design and Construction Department's "Project Architect and Engineer's Handbook," (hereinafter referred to as the PA/E Handbook) in effect on the date of this Agreement. The PA/E shall follow the requirements of the PA/E Handbook and shall bear responsibility for same except for those specific instances in which he has protested to and received written approval from the Facilities Planning, Design and Construction Department for an exception. The Basic Services shall consist of five phases described in Articles I.A through I.E of this Agreement, unless otherwise expressly stated herein, and shall include, but not necessarily be limited to, normal architectural site design, architectural design, structural, mechanical and electrical engineering.

Architectural site design shall be defined for purposes of this Agreement as those services the PA/E would normally provide to designate paved and walkway areas, establish a building footprint, designate building floor elevations and spot elevations or contour lines of surrounding grades sufficient to indicate surface rain water run-off.

Civil engineering, except provided above as an architectural site design, will be considered as "additional services" as defined in Article II.

The PA/E shall prepare and file documents required for approval by governmental authorities having jurisdiction over the Project, except that under Basic Services the PA/E will not be required to serve as an expert witness at public hearings or legal proceedings, nor will the PA/E be required to prepare or file a Development of Regional Impact (DRI) study with the Tampa Bay Regional Planning Council, nor prepare detailed information for the Department of Environmental Protection, (hereinafter referred to as the "DEP"), nor for the Southwest Florida Water Management District, nor local or other environmental agencies. Such services may be provided by the PA/E at the Board's request as an Additional Service. The PA/E shall, however, meet with the District Staff and make presentations to the Board as deemed necessary in the sole discretion of the Facilities Planning, Design and Construction Department as a part of the basic services.

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A. <u>Schematic Design Phase I</u>. The PA/E shall review the program and the Project budget requirements as established by the Board, and the proposed site selected by the Board, and shall investigate the conditions at the Project site in order to prepare appropriate schematic architectural and engineering documents in accordance with the program. In the event that an ambiguity or contradiction exists between the program, this Agreement, the PA/E Handbook, or the Florida Building Code, the PA/E shall apply for and receive from the Facilities Planning, Design and Construction Department a written interpretation which will bind both parties. Upon such written request, the Facilities Planning, Design and Construction Department will respond within thirty (30) working days after the date appearing on the request. Upon application of and receipt from the Facilities Planning, Design and Construction Department of an interpretation of the program, the parties to this Agreement and subsequent agreements will be bound by such interpretation.

Upon the Board's approval of a building site, the PA/E shall provide architectural site design which will provide for ingress and egress. During the Schematic Design Phase I, the PA/E shall prepare alternate approaches to design and construction; shall review such with designated representatives of the Owner; and shall continue in these efforts to resolve problems and develop an acceptable design solution to a degree which the Facilities Planning, Design and Construction Department will personally approve for presentation to the Board. Only changes after the Facilities Planning, Design and Construction Department's approval of such schematic design solution may entitle the PA/E to additional compensation.

Based upon the approved program (and any revisions made thereto during the Schematic Design Phase), budget requirements and building site considerations, the PA/E shall prepare and submit for approval by the Board the Schematic Design Document Phase I, consisting of drawings and other documents as defined in the PA/E Handbook illustrating the scale and relationship of the Project components, along with a statement of probable construction cost based upon current area, volume or other unit costs.

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Beginning with the Schematic Design Phase I and with each subsequent submittal (Preliminary Design Phase II, if required) and Construction Documents Phase III, the PA/E shall submit an estimated statement of probable construction cost. In the event the estimate exceeds the approved budget sum, the PA/E shall identify the work which can be accomplished for a base bid sum equal to or less than the budgeted sum, and shall identify alternate bids to be bid, together with the estimated costs for such alternate bids. The Board may elect to accept an estimate of construction costs higher than previously established in the budget or previously approved during a phase estimate, or the Board may elect to proceed with the base bid equal to or less than the budgeted sum, along with additive alternate bids, or the Board may reject that phase submittal. Acceptance of the higher estimate of probable construction costs shall establish a new construction sum for the Project towards which the PA/E shall endeavor to design the project in order to not exceed the estimated construction costs of the new budget adopted by the Board.

B. <u>Preliminary Design Phase II</u>. From the Schematic Design Phase I submittal approved by the Board, and in accordance with the Facilities Planning, Design and Construction Department review requirements, the PA/E will prepare the Preliminary Design Phase II for submission to and approval by the Board. During this phase, the PA/E shall develop appropriate drawings and outline specifications and other documents as required by the PA/E Handbook to establish and describe the size and character of the entire Project with regard to the architectural site design, architectural, structural, mechanical and electrical systems, materials and other such elements as may be appropriate, and shall submit a refined statement of probable construction costs as defined by Article I.A.

C. <u>Construction Document Phase III</u>. The PA/E shall continue to investigate the existing conditions at the Project site after the Board approves the Preliminary Design Phase II submittal and shall make further minor adjustments to the scope or quality of the Project, as authorized by the Board in the previous submittals or by adjustments made to the budget for the Project. Based upon the approved Preliminary Design Phase II submittal as authorized by the Board,

and in accordance with Facilities Planning, Design and Construction Department review requirements, the PA/E shall prepare for the Board and/or Department of Education (DOE) approval, the Construction Documents Phase III submittal consisting of final plans (drawings) and specifications setting forth in detail the requirements for the construction of the Project, as defined in the PA/E Handbook. The PA/E shall advise the Board of any adjustments to the previous statements of probable construction cost. The PA/E shall assist the Board in connection with the Board's responsibility for filing documents required for the approval of governmental authorities having jurisdiction over the Project.

D. <u>Bidding Phase IV</u>. The PA/E shall assist the Board in preparing necessary bidding forms and conditions of the Contract and the form of Agreement between the Board and the Construction Manager or Contractor shall convene, attend and conduct the prebid conference at the job site or any other place designated by the PA/E, and shall assist the Board in obtaining sufficient bids for the Project.

E. <u>Construction Phase V</u>. The construction phase will commence with the award of the Contract for construction. The PA/E will administer the construction contract by making periodic visits to the site at intervals appropriate to the progress of the construction (or otherwise agreed to by the PA/E in writing). The administration of the construction contract shall include but not be limited to the following:

1. convene, attend and conduct the preconstruction conference,

2. prepare and print minutes of all meetings and distribute to the appropriate parties,

3. provide special inspections required by the Facilities Planning, Design and Construction Department in accordance with the contract documents,

4. review shop drawings for compliance with contract documents,

5. attend job site meetings on a weekly or bi-monthly basis as dictated by the scope and size of the construction project,

6. review monthly or other periodic applications for payment by the Construction Manager or Contractor,

7. prepare change orders and/or field orders,

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8. prepare punch lists, inspect completed work and edit punch lists as conditions warrant,

9. issue and sign Certificates of Substantial Completion,

10. issue and sign Certificates of Final Inspection,

11. review and approve project close-out documents.

The PA/E shall be the representative of the Board during the construction phase and shall advise and consult with the Board as to all phases of construction. Instructions from the Facilities Planning, Design and Construction Department or Board to the Construction Manager or Contractor shall be forwarded through the PA/E. The PA/E shall have authority to act on behalf of the Board only to the extent provided for in the contract documents, unless otherwise modified by written mutual agreement. The PA/E shall visit the site at intervals appropriate to various stages of construction and become generally familiar with the progress and quality of the work performed by the Construction Manager or Contractor and determine and advise the Board whether the work is proceeding in accordance with the contract documents. The PA/E shall review, approve, or take other appropriate action upon the Construction Manager's or Contractor's submittal of documents, including, but not limited to, shop drawings, project data and samples, but only for compliance with the design concept of the work and with the information given in the contract documents. Such action by the PA/E shall be taken with reasonable promptness so as to cause no delay to the Project. The PA/E's approval of specific items shall not indicate approval of any assembly of which the item is a component. The PA/E shall certify the Construction Manager's or Contractor's monthly application for payment based upon the percentage of the construction completed at the Project in accordance with the plans and specifications. The PA/E shall determine the amounts owing to the Construction Manager or Contractor based on observations at the site. After evaluating the Construction Manager's or Contractor's application for payment, if the PA/E approves, the PA/E shall sign the certificate and forward it to the Facilities Planning, Design and Construction Department inspector. The failure of the PA/E to forward to the Board the completed submittal and all required back-up data, or if the certificate (or request for payment) is incorrectly prepared or contains arithmetic

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errors, the Board may reject the Construction Manager's or Contractor's pay application and return it to the PA/E without penalty to the Board because of delay or error.

The PA/E shall invite and include the Facilities Planning, Design and Construction Department to review

meetings and to review inspections during the time when the Construction Manager's or Contractor's applications for payment are evaluated by the PA/E.

The PA/E shall provide appropriate administration of the Project including special inspections and testing of materials and systems at Board expense that are included in the construction contract.

The PA/E shall prepare change orders and keep the Board (through the Office of the School Board Architect) informed monthly as to the progress and quality of the work and endeavor to guard the Board against defects and deficiencies in the work by the Construction Manager, Contractor or his subcontractors and material suppliers.

The PA/E shall conduct appropriate observations to determine the dates of substantial and final completion, receive and forward to the Board written warranties and documents required by the construction contract and certify the final certificate of payment in affidavit form, certifying that to the best of his knowledge the Project has been constructed according to the final plans and specifications, Florida Building Code, ADA and all other applicable codes, and that all mandatory requirements have been satisfied.

The PA/E shall have the authority and duty to reject work by the Construction Manager or Contractor which does not conform to the contract documents. If the PA/E observes faulty materials or workmanship at the Project, or if the PA/E observes the use of improper material or any work not being accomplished in a satisfactory manner by the Construction Manager, Contractor or subcontractors, the PA/E shall immediately notify the Construction Manager or Contractor and the Facilities Planning, Design and Construction Department.

Although the PA/E does not guarantee the performance of the construction contract, the PA/E shall, nevertheless, exercise due diligence to protect the Board against defects and

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deficiencies in the work and use of improper materials by the Construction Manager or Contractor and subcontractors.

After substantial completion of the work, the PA/E shall furnish the Board with a certified statement, in affidavit form, that in his professional opinion, the Project has been performed and completed according to the contract documents, Florida Building Code, ADA and all other applicable codes, and that all mandatory requirements have been satisfied.

The PA/E shall interpret the requirements of the construction contract documents. The PA/E shall render such interpretations as are necessary with reasonable promptness when written request is made by the Board, Construction Manager or Contractor. The PA/E shall render written decisions, within seven (7) calendar days, on all claims, disputes and other matters questioned by the Construction Manager, Contractor or Facilities Planning, Design and Construction Department relating to the execution or progress of the work or the interpretation of the contract documents.

The PA/E shall diligently assist the Board in obtaining correct and accurate as-built or record drawings from the Construction Manager or Contractor.

In the event the Board, Facilities Planning, Design and Construction Department,

Construction Manager or

Contractor requests the PA/E to visit the Project after substantial completion is accepted by the Board or during the warranty periods, review or observations which are conducted in connection with punch lists or warranty issues shall not be considered Additional Services. However, in the event that the PA/E continues to provide contract administration, because of the failure of the Construction Manager or Contractor to complete the Project within 110% of the calendar days allotted for construction in the contract for construction and in subsequent change orders, after the original construction contract completion date and extensions have been approved and the cause of the delay is the Construction Manager's or Contractor's and is not attributable to the PA/E, the PA/E may request the Board to withhold from the Construction Manager's or Contractor's partial or final payment sufficient sums in order to compensate the PA/E for

extended contract administration. If the PA/E certifies that he has provided such extended contract administration and the delay in construction is the fault of the Construction Manager or Contractor and is not attributable to the PA/E, the additional contract administration shall be regarded as Additional Services for which the PA/E shall be entitled to negotiate additional compensation based on an hourly rate.

F. In the event of a claim by the Construction Manager or Contractor based upon error, omission, act, or failure to act, or failure to act in a timely manner on the part of the PA/E, the PA/E shall be liable to the Owner to the extent the Owner is, in turn, obligated to the Construction Manager or Contractor for these errors, omissions, acts, or failure to act, or failure to act in a timely fashion, together with costs, and reasonable attorney's fees, if any, incurred by the Owner as a result of such error, omissions, act, or failure to act or failure to timely act.

G. If the estimated construction budget (adjusted as provided in the third paragraph on page 1 of this Agreement) is exceeded by the Guaranteed Maximum Price (GMP), the Board shall have the option in the Board's best interest to:

1. give written approval of an increase in such fixed limit; or,

2. if the Project is abandoned, terminate in accordance with Paragraph X; or,

3. cooperate in revising the Project scope and/or quality and/or design as required to reduce the construction cost.

If the Board chooses to proceed under Paragraph G.3. above, the PA/E, without additional charge, shall modify the Contract Documents as necessary to comply with the fixed limit established as a condition of this Agreement and/or subsequently approved by the Board. A full faith effort (as approved by the Owner) on the part of the PA/E in the modification of the Contract Documents shall be the limit of the PA/E's responsibility arising out of the original establishment of the fixed limit and/or as subsequently approved by the Board. The PA/E shall be entitled to compensation in accordance with this Agreement for all other services actually performed whether or not the Construction Phase is commenced, without considering work in this paragraph to be Additional Services.

II. ADDITIONAL ARCHITECTURAL SERVICES. Additional services, if performed by the PA/E at the request of the Board, shall entitle the PA/E to additional compensation to be negotiated at the time that the Board requests such services. The following are considered additional services: detailed construction cost estimator, acoustician, landscape architect, site irrigation consultant, graphic design consultant, on-site civil engineering, off-site civil engineering, third bid proceeding, expert testimony, public hearing, legal proceedings (unless subpoenaed by the tribunal or a third party), full-time Project representative, program writing, special feasibility studies, evaluation of more than one site, master planning, bidding and coordination of separate contracts, expanded services caused by fire or similar causes or the default of the Construction Manager, Contractor or Board making measured drawings, travel out-of-county requested by the Board, threshold building inspections as required by the Board and the law, Florida Energy Evaluation Technique (FLEET), development of regional impact study, applications to DEP, application to Southwest Florida Water Management District, making revisions inconsistent with prior Board approval, and other services not otherwise included in this Agreement. For further explanation of Additional Services, the PA/E shall refer to the PA/E's Handbook. Generally, if the Board requests Additional Services, the PA/E shall furnish such services requested with the fees to be negotiated between the PA/E and the Board. Under no circumstances will the principals of the PA/E and the principals of his consultants be paid a fee in excess of **\$125** per hour.

III. <u>BOARD RESPONSIBILITIES</u>. The Board shall provide a program (or Educational Specifications) which outlines its design objectives, constraints and criteria, including space requirements and relationships, flexibility, expandability, special equipment and systems and site requirements.

The Board shall furnish, if necessary, a legal description and land survey of the site, and if applicable, grades and lines of the streets, alleys, pavements, adjoining property, rights-of-way, easements, boundaries and contours of the site, locations, dimensions and complete data pertaining to the existing buildings on the site, and, if necessary, site information as to trees and

shrubs and such information as is necessary concerning available services and utility lines above and below grade, including inverts and depths.

The Board shall furnish information and render approvals and decisions as expeditiously as necessary for the orderly progress of the PA/E's services.

IV. COMPENSATION.

The total payment for services will be **\$1,034,481** and is itemized as follows:

A. <u>Payment for Basic Services</u>. For the "Basic Services" to be performed pursuant to this Agreement, the PA/E will be paid a fee of **\$866,980** to be paid periodically according to Article V of this Agreement.

B. <u>Payment for Additional Services</u>. The PA/E shall be entitled to additional compensation for those services which the PA/E agrees to perform set forth as follows:

## Fee Code for Additional Service Items:

LS = Lump Sum	HNTE = Hourly Not To Exceed
<b>IR</b> = If Required	

## Payment Code for Additional Service Items:

MBS = Match Basic Services	SDT = At Stages During Task, SBA Approval			SBA Approval
UCTB = Upon Completion of Task, E	Board	UCTS = U	pon Completion of T	ask, SBA
Approval		Approval		
Additional Service Items:	To	tal Fee	Fee Code	Pay Code
Studies: 1. Architectural (EHPA)	\$ 30,18	6.00	IR / LS	MBS
2. MEP (See attached letter)	\$ 9,900.0	00	IR / LS	UCTS
3. Portable Installation	\$ NA			
Measured Drawings	\$ 12,500	0.00	HNTE	UCTS
Landscape Architecture Well/Pump Design & Irrigation System Design	\$ 5,500.0	00	LS	MBS
FEEC Submittal & Compliance				

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(Florida Energy Efficiency Code)	\$ 7,800.00	LS	UCTS
LCCA (Life Cycle Cost Analysis)	\$ INCLUDED ABOVE		
Painting/Coating Consultant	\$ 21,835.00	HNTE	UCTS
Roofing Consultant	\$ 9,680.00	HNTE	UCTS
Additional Service Items:	Total Fee	Fee Code	Pay Code
Technology Consultant	\$ 3,300.00	LS	UCTS
On-Site Civil Engineering:	\$ 49,500.00	LS	MBS
Domestic Potable Water			
Fire Water System			
Effluent System Sanitary Sewer System			
Storm Water System			
Retention/Detention			
Drives, Parking & Paving			
Finish Grading			
Local Agency Approval	\$ 2,500.00	LS	UCTS
SWFWMD Permit	\$ 4,500.00	LS	UCTS
SWFWMD Exemption	\$ NA		
NPDES	\$ 2,500.00	LS	UCTS
Sewer Permit (FDEP)	\$ 1,750.00	LS	UCTS
Portable Campus Civil	\$ 6,050.00	LS	MBS

C. <u>Reuse of Documents</u>. Notwithstanding anything contained in this Agreement or any Document referenced herein to the contrary, the drawing, specifications and other documents prepared by the PA/E for this Project are instruments of the PA/E's service, but the drawings and specifications shall be owned by the Board. The PA/E shall assign to the Board all common law, statutory and other reserved rights, including the copyright. The Board shall be permitted to retain copies, including reproducible copies, of the PA/E's drawings, specifications and other documents for information and reference in connection with the Board's use and occupancy of the Project. The Board may reuse the drawings, specifications or other documents on other projects in accordance with Sec. 1013.45(4), F.S.

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## V. PAYMENT SCHEDULE. Compensation (the Basic Services fee) shall be paid to the

PA/E based upon Article IV and shall be paid as follows and upon receipt of proper billing:

A. Schematic Design Phase (Phase 1):

B. Preliminary Design Phase (Phase II):

C. Construction Documents Phase (Phase III):

1. 100% complete Phase III Documents – 25%.......**\$216,746.00** At the 60% Submittal of this Phase 13% can be billed. At the 100% Submittal of this Phase 12% can be billed.

(Upon review and approval by the Facilities Planning, Design and Construction Department)

D. SBA A	pproval of Permit Review – 10%	\$86,699.00

E. Bidding Phase ......\$0.00

F. Construction Phase: During the construction phase of the Project, the

PA/E will be paid the fee of **\$216,746.00** to be paid periodically in proportion to the percentage of construction completed on the project.

VI. <u>TIMELINE</u>. Time is of the essence in performing the services required pursuant to this Agreement. The following time schedule shall govern the Project and Agreement, except to the extent waived by the Board or the Facilities Planning, Design and Construction Department in writing or otherwise expressly stated herein:

A. Following approval of this Agreement, the Schematic Design Phase I submittal for the Project shall be submitted to the Facilities Planning, Design and Construction Department on or before **(30)** calendar days for submittal to the Board.

B. Following approval of the Schematic Design Phase I submittal by the Board, the

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Preliminary Design Phase II submittal for the Project shall be submitted to the Facilities Planning, Design and Construction Department on or before **(45)** calendar days for submittal to the Board.

C. Following approval of the Preliminary Design Phase II submittal by the Board, the Construction Documents Phase III 100% complete submittal shall be presented to the Facilities Planning, Design and Construction Department on or before **(60)** calendar days for submittal to the Board.

D. Any required revisions to a design phase to obtain State of Florida (DOE), Board, or Facilities Planning, Design and Construction Department approval shall extend the above timelines for a reasonable period of time in order to comply with the required revisions.

E. If major revisions to the final design phase documents are requested and made or the Board makes major revisions in the program scope or Educational Specifications, the parties shall negotiate a reasonable fee for such major revisions or changes.

VII. <u>EXTRA COMPENSATION</u>. The Board shall pay no fees, other than described above, to the PA/E unless authorized by the Board as follows:

A. If the scope of the Project or site is changed, the Board and the PA/E shall negotiate a reasonable fee based upon the probable estimated construction cost in changing the scope of the work and the approximate percentage of the estimated construction cost which was used to negotiate this Agreement if, and, as such may be applicable.

B. If the DOE or Board requires the PA/E to make major or costly changes to the Schematic, Preliminary or Construction Document Phase submittals, which changes are not caused by architectural or engineering error or oversight, the PA/E shall be paid to redesign for additional expenses in an amount agreed to by the parties. Under no circumstances will the principals of the PA/E and the principals of his consultants be paid a fee in excess of **\$125** per hour.

VIII. <u>DOCUMENTS</u>. The Board will reimburse the PA/E for reproduction costs of plans and specifications as set forth in the PA/E Handbook.

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IX. <u>ASSIGNMENTS AND AMENDMENTS</u>. Neither the PA/E nor the Board shall assign, sublet or transfer any interest in this Agreement without the consent of both parties. This Agreement may be amended only by written instrument signed by both the PA/E and the Superintendent of Schools, as approved by the Board.

X. <u>TERMINATION</u>. This Agreement may be terminated by either party upon seven (7) days' written notice by U. S. Certified Mail that the other party failed substantially to perform in accordance with the terms and conditions of this Agreement through no fault of the party initiating termination. This Agreement may be terminated without cause by either party upon thirty (30) days' written notice by U. S. Certified Mail. Termination of this Agreement may only be accomplished as provided herein. In the event this Agreement is terminated by the Board without cause, compensation shall be paid to the PA/E for all services performed to the date of termination. If terminated by the PA/E without cause, the PA/E shall be liable to the Board for direct and consequential damages resulting from the PA/E not completing the contract.

XI. COOPERATION WITH THE FACILITIES PLANNING, DESIGN AND

<u>CONSTRUCTION DEPARTMENT</u>. The PA/E shall work in cooperation with the Facilities, Planning, Design and Construction Department on all phases of the Project. The Facilities Planning, Design and Construction Department shall be the liaison between the Board and the PA/E, and whenever this Agreement requires the PA/E to tender any item, article or work product to the Board, such tender shall be accomplished upon timely presentation of such item or work product to the Facilities Planning, Design and Construction Department which shall include transmittal of each design phase submittal in order to present this submittal to the Board in accordance with Article VI. The PA/E shall rely on any written statement from the Facilities Planning, Design and Construction Department that the Board or Superintendent of the School District has taken some action required or allowed by this Agreement. Questions of design, budget, construction, unforeseen problems and related matters shall be submitted to the Facilities Planning, Design and Construction Department for transmittal to the Board and/or the PA/E.

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XII. <u>PROHIBITION AGAINST CONTINGENT FEE</u>. The PA/E warrants that he has not employed or retained any company or person, other than a bona fide employee working solely for the PA/E, to solicit or secure this Agreement, and that he has not paid or agreed to pay any person, company, corporation, individual or firm, other than a bona fide employee working solely for the PA/E, any fee, commission, percentage, gift, or any other consideration contingent upon or resulting from the award or making of this Agreement (287.055, Florida Statutes). For a breach or violation of this provision, the Board shall have the right to terminate the Agreement without liability and, at its discretion, deduct from the Contract price or otherwise recover the full amount of such fee, commission, percentage, gift or consideration.

XIII.<u>TRUTH-IN-NEGOTIATION</u>. The PA/E shall provide a truth-in-negotiation certificate stating that wages and other factual unit costs supporting the negotiated fee were accurate, complete and current at the execution of the Agreement. The Agreement price shall be adjusted to exclude any significant sums the Board determines inflated the Agreement price due to inaccurate, incomplete wage rates or noncurrent wage rates and other factual unit costs. All adjustments shall be made within one (1) year following issuance of a Certificate of Final Inspection and/or termination of this Agreement.

XIV. <u>PROFESSIONAL LIABILITY INSURANCE</u>. The Board will not purchase a blanket professional liability insurance policy to cover the PA/E and its consultants. It is the responsibility of the PA/E to provide, and PA/E will provide, liability insurance in the amount of \$1,000,000 with a \$25,000 deductible. The PA/E may provide more insurance and/or a lower deductible at his/her discretion.

XV. <u>INDEMNITY AND LIMITATION OF THE PA/E'S LIABILITY TO THE BOARD</u>. The PA/E agrees to indemnify and hold harmless the Board from and against all claims, damages and related expenses including attorney fees arising out of the negligent acts, errors and omissions of the PA/E or its consultants on this project.

XVI. INABILITY TO FUND THE PROJECT. Upon written certification by the Board that

the Project cannot be funded from the Board's budget, performance under this Agreement shall be suspended. In the event this Agreement is suspended as provided in this Article, compensation will be made to the PA/E for all services performed to the date on which the Board provides the PA/E with written certification of "lack of funding," and such compensation will be in complete satisfaction of any claim or right of action which the PA/E may possess for damages for non-performance by the Board of any executory term of this Agreement.

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IN WITNESS WHEREOF, the parties have hereunto set their hands and seal the day and year first written.

> THE SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

By:\_

Carol J. Cook, Chairperson

Attest:

Michael A. Grego, Ed. D. Superintendent

Holmes Hepner & Associates, Inc. 220 West 7<sup>th</sup> Avenue Tampa, FL 33602

By:

Title: Principal

Peter M. Hepner, A.I.A.

Approved as to Form: allace they

School Board Attorney

#### 10/22/13 05:30 PM Regular School Board Meeting 301 Fourth Street SW

Largo, FL 33770

# Pinellas County Schools

### SCHEDULED



## **REQUEST FOR APPROVAL (ID # 4260)**

October 22, 2013

## TO: MEMBERS OF THE SCHOOL BOARD OF PINELLAS COUNTY

- FROM: MICHAEL A. GREGO, Ed.D., SUPERINTENDENT
- SUBJECT: Request Approval of Amendment No. 1 to Agreement With Williamson Dacar Associates, Inc. for Architectural and Contract Administration Services in Connection With the Replacement of the Current Roofing Systems on Buildings 3, 5, 6, 10, and 14, Also Remodel the Gymnasium Locker Rooms to Include Plumbing, Electrical and Lighting Systems in the Amount of \$2,495, Resulting in a Total Project Architect/Engineer (PA/E) fee of \$101,230 at Madeira Beach Fundamental School, Project No. 9002

#### BACKGROUND:

On December 11, 2012, the board approved a PA/E agreement with Williamson Dacar Associates, Inc. for the replacement of the current roofing systems on Buildings 3, 5, 6, 10, and 14, also remodel the gymnasium locker rooms to include plumbing, electrical and lighting systems in the amount of \$98,735.

Amendment No.1 increases the scope of the project at Madeira Beach Fundamental School to provide additional design services for the structural deficiencies found during demolition of existing walls and to provide additional site visits and construction meetings. This results in an additional estimated construction cost of \$50,061 and increases the PA/E fee in the amount of \$2,495. Negotiations were held with the PA/E regarding this change. A copy of the amendment to agreement is attached.

STRATEGIC DIRECTION: Learning in a Safe Environment

## ALTERNATIVES:

- 1. Approve the amendment.
- 2. Do not approve the amendment.

## **RECOMMENDATION:**

Alternative No. 1 is recommended.

## RATIONALE:

Approval of the amendment to agreement is necessary to obtain the desired additional services.

## **IMPACT STATEMENT**:

Construction Cost	\$966,161	
Change Order No. 1	50,061	
Construction Cost Sub-Total		\$1,016,222
Project Architect/Engineering Design Cost (PA/E)	\$98,735	
Amendment No. 1 to PA/E	2,495	

Page 1

PA/E Sub-Total		\$101,230
Administrative Fees (Miscellaneous)	\$2,288	
Miscellaneous Sub-Total		\$2,288
Furniture, Equipment and Technology (FE & T)	\$0	
FE & T Sub-Total		\$0
Total Project Cost to Date		\$1,119,740
The source of this funding is District Capital Outlay School Tax.		

## DATA SOURCE:

David Koperski, School Board Attorney Joe Maceda, Financial Reporting Analyst Rich Gauvey, Senior Construction Coordinator Ted Williamson, Williamson Dacar Associates, Inc.

<u>SUBMITTED BY</u>: Michael Bessette, Associate Superintendent, Operational Services

#### ATTACHMENTS:

Maderia Beach Fund PAE Amend to AGREEMENT1 (PDF)

### **AMENDMENT TO AGREEMENT**

THIS AMENDMENT TO AGREEMENT, **Amendment No. 1**, made and entered into this **22<sup>nd</sup> day of October**, **2013**, by and between THE SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA, hereinafter referred to as the "Board," and **Williamson Dacar Associates, Inc.**, hereinafter referred to as the "Project Architect/Engineer," or the PA/E:

## WITNESSETH:

WHEREAS, on December 11, 2012, the Board and the PA/E entered into an Agreement ("Agreement") which provided for the PA/E to furnish architectural and engineering services for the design and preparation of contract documents and administrative services for the construction of the replacement of the current roofing systems on Buildings 3, 5, 6, 10, and 14, also remodel the gymnasium locker rooms to include plumbing, electrical and lighting systems for Madeira Beach Fundamental School, Project No. 9002, hereinafter referred to as the "Project;" and

WHEREAS, it is stipulated in the Agreement that the parties can amend the Agreement; and

WHEREAS, the original Agreement established a construction budget of \$1,122,600. This Amendment does not increase the estimated construction cost; and

WHEREAS, the Board hereby accepts the Superintendent's recommendation to change the Scope of the Project by increasing the fee of the PA/E for services to be performed pursuant to this Amended Agreement;

NOW, THEREFORE, the Board and the PA/E agree, for the consideration hereinafter set forth, the PA/E shall provide all normal architectural and engineering services for the work described herein. This work shall include all supporting design and administrative services necessary to complement the overall design of the Project for the following scope items: (1) To provide additional design services for the structural deficiencies found during demolition of existing walls, (2) To provide additional site visits and construction meetings. -2-

For this work the PA/E shall be paid a **total of \$2,495**, payable in accordance with the payment schedule for Basic Services in the original PA/E Agreement.

All terms and conditions of the original Agreement dated December 11, 2012, except as specifically modified herein, shall remain in full force and effect.

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10.17.a

IN WITNESS WHEREOF, the parties have hereunto set their hands and seal the day and year first written.

THE SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA By:\_\_\_\_\_\_ Carol J. Cook, Chairperson Attest:\_\_\_\_\_\_ Michael A. Grego, Ed.D. Superintendent Williamson Dacar Associates, Inc. 15500 Lightwave Dr., Suite 106 Clearwater, FL 33760

Ву: \_\_\_\_\_

Title:

print or type name

Approved as to Form:

allace. School Board Attorney

Rev. 05/23/08

#### 10/22/13 05:30 PM Regular School Board Meeting 301 Fourth Street SW

Largo, FL 33770

# Pinellas County Schools

### SCHEDULED



## **REQUEST FOR APPROVAL (ID # 4261)**

October 22, 2013

## TO: MEMBERS OF THE SCHOOL BOARD OF PINELLAS COUNTY

- FROM: MICHAEL A. GREGO, Ed.D., SUPERINTENDENT
- SUBJECT: Request Approval of Amendment No. 1 to Agreement With Allstate Construction, Inc. for an Additional Construction Allocation in Connection With Renovations to Selected Heating, Ventilation and Air Conditioning (HVAC), Sanitary Sewer, Fire Alarm, Lighting, and Roofing Systems in the Amount of \$2,500,000 at Seminole High School, Project No. 9206

#### BACKGROUND:

On January 29, 2013, the board approved an agreement with Allstate Construction, Inc. to furnish Construction Management (CM) services. This includes pre-construction and construction phase services for selected HVAC, sanitary sewer, fire alarm, lighting, and roofing systems in the amount of \$1,350,000. The estimated GMP for the project is \$5,200,000.

Amendment No. 1 to Agreement provides a second construction allocation for the CM to initiate contracts with the primary sub-contractors and to purchase materials and equipment in the amount of \$2,500,000. A copy of the amendment to agreement is attached.

STRATEGIC DIRECTION: Learning in a Safe Environment

## ALTERNATIVES:

- 1. Approve the amendment.
- 2. Do not approve the amendment.

#### **RECOMMENDATION:**

Alternative No. 1 is recommended.

## RATIONALE:

Approval of the amendment to agreement is necessary to continue with construction.

## IMPACT STATEMENT:

Construction Cost (Construction Management Services)	\$1,350,000	
Amendment No. 1 to CM Agreement	2,500,000	
Construction Cost Sub-Total		\$3,850,000
Project Architect/Engineering Design Cost (PA/E)	\$302,735	
Amendment No. 1 to PAE Agreement	5,400	
Amendment No. 2 to PAE Agreement	18,935	
PA/E Sub-Total		\$327,070
Administrative and Planning Costs (Miscellaneous)	\$43,418	

Miscellaneous Sub-Total		\$43,418
Furniture, Equipment and Technology (FE & T)	\$0	
FE & T Sub-Total		\$0
Total Project Cost to Date		\$4,220,488
The source of this funding is District Capital Outlay School Tax.		

## DATA SOURCE:

David Koperski, School Board Attorney Joe Maceda, Financial Reporting Analyst Rich Gauvey, Senior Construction Coordinator Keith Hendry, Allstate Construction, Inc.

## <u>SUBMITTED BY</u>: Michael Bessette, Associate Superintendent, Operational Services

#### ATTACHMENTS:

• Seminole HS CM Amend to AGREEMENT 1 (PDF)

## CONSTRUCTION MANAGEMENT AMENDMENT TO AGREEMENT

THIS AMENDMENT TO AGREEMENT, **Amendment No. 1**, made and entered into this **22<sup>nd</sup> day of October**, **2013**, by and between THE SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA, hereinafter referred to as the "Board," and **Allstate Construction, Inc.**, hereinafter referred to as the "Construction Management Firm," or the "CM;"

## WITNESSETH:

WHEREAS, on January 29, 2013, the Board and the CM Firm entered into an Agreement ("Agreement") which provided for the CM Firm to furnish preconstruction and construction phase services for selected Heating, Ventilation and Air Conditioning (HVAC), Sanitary, Fire Alarm, Lighting and Roofing Systems in the amount of \$1,350,000 at Seminole High School, Project No. 9206, hereinafter referred to as the "Project;" and

WHEREAS, it is stipulated in the January 29, 2013 Agreement that the parties can amend the Agreement; and

WHEREAS, the CM has requested an additional construction allocation in the amount of \$2,500,000 in order to begin site work, start of construction and procurement of direct purchase of materials/equipment;

WHEREAS, the CM has established a partial Guaranteed Maximum Price (GMP) for the project in the amount of \$3,850,000 in order to begin site work, start of construction and procurement of direct purchase of materials/equipment;

NOW, THEREFORE, the Board and the CM agree as follows:

- A. The above recitals are true and correct and are incorporated herein as part of this Amendment to Agreement.
- B. The CM will provide contracts to the primary sub contractors and to purchase materials and equipment for the project with this construction allocation.

C. The CM shall provide construction services required to complete the project in all details in accordance with the partial GMP submitted by the CM on April 1, 2013.

Except as specifically modified herein, all terms and conditions of the Agreement dated January 29, 2013, shall remain in full force and effect.

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10.18.a

THE SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

By:\_

Carol J. Cook, Chairperson

Attest:

Michael A. Grego, Ed.D. Superintendent

> Allstate Construction, Inc. 4509 N. Nebraska Ave. Tampa, FL 33603

By:

Title:

print or type name

Approved as to Form:

Vallace School Board Attorney

Rev. 05/08

#### 10/22/13 05:30 PM Regular School Board Meeting 301 Fourth Street SW

Largo, FL 33770

# Pinellas County Schools

### SCHEDULED



## **REQUEST FOR APPROVAL (ID # 4262)**

#### October 22, 2013

## TO: MEMBERS OF THE SCHOOL BOARD OF PINELLAS COUNTY

- FROM: MICHAEL A. GREGO, Ed.D., SUPERINTENDENT
- SUBJECT: Request Approval of Change Order No. 1 With Creative Contractors Inc. for Renovations and Remodeling for Buildings 1, 2, 3 and 6. This change order will decrease the Guaranteed Maximum Price (GMP) by \$551,500.63 with no time extension at San Jose Elementary School, Project No 9058.

#### BACKGROUND:

This change order will reconcile the GMP. The cost of the Direct Purchase Orders (DPO) for equipment/materials totaling \$328,938.84, sales tax savings totaling \$19,860.31, unspent construction buy-out totaling \$80,934.33, unspent contingency totaling \$77,167.50, allowance savings for underground condensate lines totaling \$106.68, allowance for material testing totaling \$758.60, bonds and insurance savings totaling \$6,941.23, general conditions savings totaling \$36,793.14 must now be deducted from the GMP. The adjustment will decrease the total GMP of \$1,780,071.00 by \$551,500.63 resulting in a final GMP amount of \$1,228,570.37. A copy of the change order form is attached.

STRATEGIC DIRECTION: Learning in a Safe Environment

#### ALTERNATIVES:

- 1. Approve change order.
- 2. Do not approve change order.

#### **RECOMMENDATION:**

Alternative No.1 is recommended.

## RATIONALE:

It's necessary to delete the owner-purchased items, sales tax savings, and balance of the contingency from the GMP to reconcile the accounts.

## IMPACT STATEMENT:

Construction Cost (Construction Manager)	\$1,192,456	
Amendment No. 1 to CM Agreement	587,615	
Change Order No. 1	(551,501)	
Construction Cost (Final GMP) Sub-Total		\$1,228,570
Direct Purchase Orders (DPO's)	\$328,939	
DPO Sub-Total		\$328,939
Project Architect/Engineering Design Cost (PA/E)	\$148,000	
PA/E Sub-Total		\$148,000

Page 1
Administrative Fees (Miscellaneous)	\$1,450	
Miscellaneous Sub-Total		\$1,450
Furniture, Equipment and Technology (FE & T)	\$0	
FE & T Sub-Total		\$0
Estimated Total Project Cost to Date		\$1,706,959
The source of this funding is District Capital Outlay School Tax.		

#### DATA SOURCE:

Joe Maceda, Financial Reporting Analyst Mike Parkinson, Senior Construction Coordinator Nelson Griffin, Griffin Design Associates, P.A. Jerry Siminski, Creative Contractors, Inc.

#### SUBMITTED BY:

Michael Bessette, Associate Superintendent, Operational Services

#### ATTACHMENTS:

• San Jose ES CO 1 form - decrease GMP (PDF)

9058

Attachment: San Jose ES CO 1 form - decrease GMP (4262 : Change Order No. 1 - Creative Contractors - San Jose Elem.)

### CONSTRUCTION MANAGEMENT AT RISK CHANGE ORDER

Office of the School Board Architect



SCHOOL: SAN JOSE ELEMENTARY

PROJECT: SAN JOSE ELEM RENOVATIONS AND REMODELING PROJECT NO.

CHANGE ORDER NO. 001

- ORIGINAL GMP AMOUNT: \$ 1,192,456.00
- ORIGINAL CONTRACT COMPLETION DATE: August 10, 2013

CHANGE(S) AND REASON(S) FOR THIS CHANGE ORDER: FINAL PROJECT RECONCILIATION

Remaining Contingency:	\$ 77,167.50
Remaining Flow-well/Cond. Line Allow .:	\$ 106.68
Remaining Security/Material Test. Allow .:	\$ 758.60
BR/Bond/Ins. Savings:	\$ 6,941.23
GC's Savings:	\$ 36,793.14
Buyout Savings:	\$ 80,934.33
Tax Savings:	\$ 19,860.31
Owner Direct Purchases	\$ 328,938.84
Total Deductions to GMP	\$ 551,500.63

 THE OWNER AUTHORIZED THE CONTRACTOR TO MAKE THE FOLLOWING CHANGE(S) IN THE CONTRACT DATED: <u>September 8, 2013</u>

FOR THESE CHANGES: (ADD TO/ DEDUCT FROM) THE GMP, IN ACCORDANCE WITH THE CONDITIONS OF THE CONTRACT, THE SUM OF: (551,500.63)

		CURRENT GMP AMOUNT:	\$ 1,780,071.00
•	STATUS OF	ADDITION TO GMP:	\$
	THE ACCOUNT	DEDUCTIONS TO GMP:	\$ (551,500.63)
		REVISED GMP AMOUNT:	\$ 1,228,570.37

PREVIOUS TIME EXTENSIONS <u>0 Days</u>

- ADDITIONAL TIME NEEDED FOR THIS CHANGE ORDER IS 0 CALENDAR DAYS.
- REVISED CONTRACT COMPLETION DATE August 10, 2013

ARCHITECT/ENGINEER CERTIFICATION: In my considered professional opinion as project architect/engineer, the prices quoted in this change order are both fair and reasonable, and in the proper ratio to the cost of the original work contract under benefit of competitive bidging.

ArchitectuErgineer Approved:	Construction Manager Acceptance:
Signature Date	Signature Date
Nelson Griffin	Jerry Siminski, Sr. Vice President
NAME	NAME
Griffin Design Associates, PA	Creative Contractors Inc.
FIRM J	FIRM
Owner Approved:	
Michael A. Grego,	Ed.D., Superintendent Date

USE THIS SPACE FOR ADDITIONAL INFORMATION:

- SUBSTANTIAL COMPLETION WAS ACHIEVED ON THURSDAY, 8/8/2013 2 DAYS BEFORE CONTRACT DATE.
- PLEASE SEE ATTACHED BACKUP OF CO # 001.

Page 2 of 2

Largo, FL 33770

## Pinellas County Schools

#### SCHEDULED



#### **REQUEST FOR APPROVAL (ID # 4264)**

#### October 22, 2013

#### TO: MEMBERS OF THE SCHOOL BOARD OF PINELLAS COUNTY

#### FROM: MICHAEL A. GREGO, Ed.D., SUPERINTENDENT

SUBJECT: Request Approval of Change Order No. 1 with Stamper Construction Company for Restroom and Heating, Ventilation and Air Conditioning (HVAC) Renovations (Building 3). This change order will increase the contract amount by \$9,813 no time extension at Tarpon Springs Middle School, Project No. 9008

#### BACKGROUND:

This project is for restroom and HVAC Renovations in Building 3 at Tarpon Springs Middle School. This change order is for relocation of the fresh air intake louver and eliminating ductwork in the mechanical room. The net cost for this work is \$9,813.00. It is necessary to complete this work to ensure proper and safe operation of the facility. A copy of the change order form is attached.

STRATEGIC DIRECTION: Learning in a Safe Environment

#### ALTERNATIVES:

- 1. Approve change order.
- 2. Do not approve change order.

#### **RECOMMENDATION:**

Alternative No.1 is recommended.

#### RATIONALE:

It's necessary to increase the contract to facilitate the completion of the project in a safe and secure manner.

#### **IMPACT STATEMENT**:

Construction Cost	\$75,378	
Change Order No. 1	9,813	
Construction Cost Sub-Total		\$85,191
Project Architect/Engineering Design Cost (PA/E)	\$13,500	
PA/E Sub-Total		\$13,500
Administrative Fees (Miscellaneous)	\$0	
Miscellaneous Sub-Total		\$0
Furniture, Equipment and Technology (FE & T)	\$0	
FE & T Sub-Total		\$0
Estimated Total Project Cost to Date		\$98,691
The source of this funding is District Capital Outlay School	Tax.	•

#### DATA SOURCE:

Joe Maceda, Financial Reporting Analyst David R. Gilson Technical Projects Coordinator Larry LaDelfa, Architect Larry LaDelfa Neal Stamper, Stamper Construction Company

#### <u>SUBMITTED BY</u>: Michael Bessette, Associate Superintendent, Operational Services

#### ATTACHMENTS:

• Tarpon Middle CO 1 Form (PDF)

<b>ORDER</b> AIA DOCUMENT G7	ARCHITECT CONTRACTOR FIELD OTHER		
PROJECT:	Restroom & HVAC Renovations	CHANGE ORDER NUME	ER: One
(name, address)	Tarpon Springs Middle School 501 North Florida Avenue	DATE:	June 11, 2013
TO CONTRACTOR:	Tarpon Springs, FL 34689	ARCHITECT'S PROJECT	
(name, address)	Mr. Neal Stamper	CONTRACT DATE:	05/18/2012
	Stamper Construction Company P.O. Box 1264 Tarpon Springs, FL 33688-1264	CONTRACT FOR:	Construction Services
The Contract is chang			

OWNER

Total this Change Order #1	\$ 9,813.00	
Deduct mechanical room ductwork as per Proposal Request 03	-\$ 1,920.00	
Relocate louver in accordance with RFI #4 & Proposal Request 1	\$11,733.00	

#### Not valid until signed by the Owner, Architect and Contractor.

The original (Contract Sum) (Guaranteed Maximum Price) was\$	75,378.00		
Net change by previously authorized Change Orders\$	0.00		
The (Contract Sum) (Guaranteed Maximum Price) prior to this Change Order was \$	75,378.00		
The (Contract Sum) (Guaranteed Maximum Price) will be (increased) (decreased)			
(unchanged) by this Change Order in the amount of\$	9,813.00		
The new (Contract Sum) (Guaranteed Maximum Price) including this Change Order will be\$	85,191.00		
The Contract Time will be (increased) (decreased) (unchanged) by		( 0	) days
The date of Substantial Completion as of the date of this Change Order therefore is	June 11, 2013	ν U	

NOTE: This summary does not reflect changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive.

Architect Larry LaDelfa		Pinellas County School Board
790.4 <sup>th</sup> Avenue South	-P.O. Box 1264	Address
St. Petersburg, FL 33701	-Tarpon Springs AL 33688	-Largo, FL 33773
B Larry LaDelfa	BY Neal Stamper	BY
DATE September 10, 2013	DATE 9/16/13	DATE

CAUTION: You should sign an original AIA document which has this caution printed in red. An original assures that changes will not be obscured as may occur when documents are reproduced.

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Largo, FL 33770

## Pinellas County Schools

#### SCHEDULED



#### **REQUEST FOR APPROVAL (ID # 4265)**

October 22, 2013

TO: MEMBERS OF THE SCHOOL BOARD OF PINELLAS COUNTY

FROM: MICHAEL A. GREGO, Ed. D., SUPERINTENDENT

SUBJECT: Request Approval of Change Order No. 1 With LEMA Construction & Developers, Inc. for the Freezer and Cooler Replacement Project. This change order will increase the contract amount by \$33,983 with twenty-one (21) calendar days time extension at Walter Pownall Service Center, Project No. 9502.

#### BACKGROUND:

Through emergency ratification, a purchase order was issued on June 27, 2013 and approved by the board on July 30, 2013 to LEMA Construction & Developers, Inc. in the amount of \$199,448 for the freezer and cooler replacement project at Walter Pownall Service Center.

During the replacement work the following unforeseen existing conditions, changes and additions required additional work.

- A. The main breaker and wire needed to be upsized for the added equipment by the Food Service Department. The cost for this item is \$1,251.
- B. Concrete ramps needed to be added due to unforeseen existing hidden condition. The cost for this item is \$3,803.
- C. Additional electrical work needed to be done on the production room for the added equipment by the Food Service Department. The cost for this item is \$7,230.
- D. Additional supervision time by the construction superintendent and project manager had to be provided for added work. The cost for this item is \$6,549.
- E. Additional electrical installation to provide a work area in the production room. The cost for this item is \$7,846.
- F. A disconnect had to be installed to the added garbage disposal for safety. The cost for this item is \$1,413.
- G. Additional plumbing work needed to be done on the production room for the added equipment by the Food Service Department. The cost for this item is \$1,687.
- H. Changes to the fire protection work needed to be done as requested by the PCS freezer vendor. The cost for this item is \$4,204.

The total cost of this change order is \$33,983. Twenty one (21) calendar days time extension is needed to complete this work. The value of the liquidated damages is \$500 per day for a total of \$10,500. No liquidated damages are being assessed for this change order.

10.21

#### STRATEGIC DIRECTION: Learning in a Safe Environment

#### ALTERNATIVES:

- 1. Approve change order.
- 2. Do not approve change order.

#### **RECOMMENDATION:**

Alternative No. 1 is recommended.

#### **RATIONALE:**

Approval of the change order is necessary to compensate the general contractor for changes, additions and unforeseen existing hidden conditions during construction. This contract is substantially complete.

#### **IMPACT STATEMENT**:

Construction Cost (General Contractor)	\$199,448	
Change Order No. 1	33,983	
Construction Cost Sub-Total		\$233,431
Demolition and Installation	\$119,654	
Demolition and Installation Sub-Total		\$119,654
Walk-in Storage Freezer and Production Room	\$229,175	
Materials Sub-Total		\$229,175
Project Architect/Engineering Design Cost (PA/E)	\$44,000	
PA/E Sub-Total		\$44,000
Administrative Fees (Miscellaneous)	\$10,866	
Miscellaneous Sub-Total		\$10,866
Furniture, Equipment and Technology (FE & T)	\$0	
FE & T Sub-Total		\$0
Total Project Cost to Date		\$637,126
The source of this funding is Food Service Revenue.		

#### DATA SOURCE:

Joe Maceda, Financial Reporting Analyst Pem D. Nelmida, P.E., Structural Engineer John Hott, Technical Services Supervisor, Food Service Alex Plisko, A.I.A., Plisko Architecture, P.A. Skip Wilkinson, LEED AP, LEMA Construction & Developers, Inc.

#### SUBMITTED BY:

Michael Bessette, Associate Superintendent, Operational Services

#### ATTACHMENTS:

• WPSC Freezer Cooler CO 1 form (PDF)

## FLORIDA DEPARTMENT OF EDUCATION, OFFICE OF EDUCATIONAL FACILITIES

contract is necessa Order as it occurs Transmittal form (C has previously bee	ary, this form shall be used. S to Office of Education Facilitie DEF 208). Statement of Cons		etter of 0x 6A-2 018(3)	OEF US	EONLY
ATTENTION	TECHNICAL FACILITIES FLORIDA DEPARTMEN KNOTT BUILDING - (12) TALLAHASSEE, FLORI	S DEVELOPMENT AND MANAG T OF EDUCATION 6 COLLINS) DA 32399-0400	EMENT		
RE:	CHANGE ORDER NU Pinellas County			OEF A	ssigned Project Number School District
	Walter Pownall Serv	ice Center			School Name
	0450				School Code Number
	Freezer and Cooler				Description of Project
OWNER: SCH	OOL BOARD OF: Pinel	las County School Board Add	dress:		
	1 S Belcher Road	Largo		FL	33773
	et/PO Box	City		State	Zip
ARCHITECT/EN	GINEER FIRM NAME:	Plisko Architecture PA AIA	(V-7176) (P.C	D. #912778)	
	00 Drew Street			Florida	33755
	Street/PO Box	City		State	Zip
Address	FIRM NAME: LEMA CO	onstruction & Developers, Inc.	(V-27576) (P.C	0. #928111)	
		St. Petersburg		Florida	33716
THE OWNE	Street/PO Box	City	IF FOLLOWING	State	Zip
DATED:	IN AUTHORIZED THE	CONTRACTOR TO MAKE TH	E FOLLOWING	CHANGES(S)	IN THE CONTRACT
	ORIG	INAL CONTRACT AMOUNT:	20		
REVISED C	CONTRACT AMOUNT P	Y PREVIOUS CHANGE ORD	φ <u>1</u>	99,448.00 199,448.00	
CHANGE(S	) AND REASON(S) FOR	R THIS CHANGE OPDER L	Ipsizing of the m	ain breaker an	d wire: addition of
concretera	mps; additional electric	al. Dlumbing and fire sprinkler	work and additi	anal analysiste	
work is due	to equipment additions	by Food Service Department	t during construc	tion; freezer be	ox manufacturer's
warranty re	quirement; and unfores	een existing conditions.			
		Use space	ce provided on ba	ack of page if n	nore space is required.
- ADDITIONA	L TIME NEEDED FOR	I HIS CHANGE ORDER IS	twenty o	no (21)	CAL CHIDAD DAVIO
FOR THESE	E CHANGES: (ADD TO	DEDUCT FROM) THE CON	TRACT, IN ACC	ORDANCE W	
CONDITION	15 OF THE CONTRACT	THE SUM OF: Thirty three	thousand, nine	hundred eight	y three dollars
				33,983	
STATUS OF	-	CURRENT CONTRACT AN ADDITION TO CONTRACT	IOUNT: \$	199,448	
THE ACCOU		DEDUCTIONS TO CONTRACT	: \$ ACT: \$	33,983	
		REVISED CONTRACT AMO	199 B	0 233,431	
ARCHITECT/EN	GINEER CERTIFICATI	ON: In my considered profess		233,431	
prioco quoteu in	this Change Order are I enefit of competitive bide	Journal and reasonable and i	in the proper ratio	b to the cost of	cliengineer, the the original work
Signature:	h jh	7		Date:	9/23/13
(AR	CHITECT/ENGINEER)	1.10		Dale.	1/20/12
ACCEPTED: Sig		helt -		Date	9-24-13
	(CONTRACT	OR)		Date.	1-67-13
APPROVED: Ow		NDENT OF SCHOOLS)		Date:	
				-	

Page 1 of 2

## USE THIS SPACE FOR ADDITIONAL INFORMATION:

COR-001: Upsize main breaker and wire to 125 amp	\$ 1 251 00
COR-002: Add concrete ramps per CCD #3	\$ 3 803 00
COR-003: Electrical changes per CCD #5	\$ 7,230,00
COR-004: Additional supervision	\$ 6.549.00
COR-005: Additional electrical work for PCS equipment	\$ 7.846.00
COR-006: Add disposal disconnect per CCD #6	\$1.413.00
COR-007: Additional plumbing per CCD #4	\$ 1 687 00
COR-008: Fire Sprinkler changes	\$ 4,204.00
	Total = \$33,983.00

OEF USE ONLY

OEF approval is only for compliance with Part III State Uniform Building Code, Section A - New Construction

Largo, FL 33770

## Pinellas County Schools

#### SCHEDULED



#### **REQUEST FOR APPROVAL (ID # 4266)**

October 22, 2013

#### TO: MEMBERS OF THE SCHOOL BOARD OF PINELLAS COUNTY

- FROM: MICHAEL A. GREGO, Ed.D., SUPERINTENDENT
- SUBJECT: Request Acceptance of Substantial Completion for Exterior Window, Storefront, Door, Louver Replacement and Replace Lightning Protection System (Building 1), Roof Replacement (Buildings 1, 4, 5, 6 and 9), Stucco Repair and Exterior Painting (Buildings 1-12), Repaint Above Grade, Painted Surfaces on Site and Install new Exterior Fish Signage (Buildings 2-11) as of August 1, 2013 at Osceola Fundamental High School, Project No. 9049

#### BACKGROUND:

The project architect has certified this project is substantially complete as of August 1, 2013. This date establishes the beginning of the school district's responsibilities for maintenance, cleaning, and insurance for this portion of the work. Warranties for this work shall commence per contract terms and the school district is responsible for oversight of warranty claims. A punch list of work to be completed or corrected was made on the date of substantial completion and such work must be complete before final acceptance. A copy of the substantial completion form is attached.

STRATEGIC DIRECTION: Learning in a Safe Environment

#### ALTERNATIVES:

- 1. Accept substantial completion.
- 2. Do not accept substantial completion.

#### RECOMMENDATION:

Alternative No.1 is recommended.

#### RATIONALE:

The work required under the terms of the contract is substantially complete. The establishment of a date of substantial completion is a requirement of the contract terms.

#### **IMPACT STATEMENT:**

This document does not require any commitment of funds by the school board.

#### DATA SOURCE:

Doug Pollei, Senior Construction Coordinator Michael Bohnet, Principal Larry LaDelfa, Architect Joe Primiani, Creative Contractors, Inc.

### <u>SUBMITTED BY</u>: Michael Bessette, Associate Superintendent, Operational Services

#### ATTACHMENTS:

• Osceola HS - portion Sub Comp form (PDF)

## AIA<sup>°</sup> Document G704<sup>™</sup> – 2000

## Certificate of Substantial Completion

PROJECT: (Name and address)	PROJECT NUMBER:	9049	
OSCEOLA FUNDAMENTAL HIGH S			OWNER 🗆
9751 98 <sup>TH</sup> Street North	CONTRACT FOR:	Construction	ARCHITECT
Seminole, Florida 33777-2140	CONTRACT DATE:	November 15, 2012	CONTRACTOR
TO OWNER: (Name and address)	TO CONTRACTOR: (	Name and address)	
Mr. Doug Pollei, Project Coordinator		Mr. Todd Pope, Proj. Manager	
Walter Pownall Service Center		Creative Contractors, Inc.	OTHER
11111 S. Belcher Road, Largo, Florid	da 33773	620 Drew Street, Clearwater, Flo	orida 33755

PROJECT OR PORTION OF THE PROJECT DESIGNATED FOR PARTIAL OCCUPANCY OR USE SHALL INCLUDE: Exterior Window, Storefront, Door & Louver Replacement @ Building 1 and Roof Replacement @ Buildings 1, 4, 5, 6, & 9 and Replace Lightning Protection System @ Building 1 Stucco Repair and Exterior Painting of Buildings 1 - 12 and Repaint Above Grade, Painted Surfaces on Site Install New Exterior Fish Signage, Buildings 2 - 11

The Work performed under this Contract has been reviewed and found, to the Architect's best knowledge, information and belief, to be substantially complete. Substantial Completion is the stage in the progress of the Work when the Work or designated portion is sufficiently complete in accordance with the Contract Documents so that the Owner can occupy or utilize the Work for its intended use. The date of Substantial Completion of the Project or portion designated above is the date of issuance established by this Certificate, which is also the date of commencement of applicable warranties required by the Contract Documents, except as stated below:

Larry LaDelfa, Architec ARCHITECT

A list of items to be completed or corrected is attached hereto. The failure to include any items on such list does not alter the responsibility of the Contractor to complete all Work in accordance with the Contract Documents. Unless otherwise agreed to in writing, the date of commencement of warranties for items on the attached list will be the date of issuance of the final Certificate of Payment or the date of final payment.

\$ 0.00 Cost estimate of Work that is incomplete or defective: \$

The Contractor will complete or correct the Work on the list of items attached hereto within 30 days days from the above date of Substantial Completion.

Creative Contractors, Inc CONTRACTOR

DATE

The Owner accepts the Work or designated portion as substantially complete and will assume full possession at (time) on 7:00 a.m. (date), August 1, 2013

#### Michael A. Grego, Ed.D. Superintendent OWNER

DATE

The responsibilities of the Owner and Contractor for security, maintenance, heat, utilities, damage to the Work and insurance shall be as follows: (Note: Owner's and Contractor's legal and insurance counsel should determine and review insurance requirements and coverage.) Michael Bohnet

Bv

Osceola High School Principal

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August 1, 2013 DATE OF ISSUANCE

8/01/2013

Date

Largo, FL 33770

Pinellas County Schools

SCHEDULED



#### **REQUEST FOR APPROVAL (ID # 4267)**

October 22, 2013

#### TO: MEMBERS OF THE SCHOOL BOARD OF PINELLAS COUNTY

FROM: MICHAEL A. GREGO, Ed.D., SUPERINTENDENT

SUBJECT: Request Acceptance of Substantial Completion for Remodeling of 2<sup>nd</sup> Floor for Nursing Program and Replacement of Chillers and Pumps (Building 1) as of September 9, 2013, Which is a Portion of the Project for the Preschool Children's Center at pTEC St. Petersburg Campus, Project No. 4507

#### BACKGROUND:

The project architect has certified this portion of the project is substantially complete as of September 9, 2013. This date establishes the beginning of the school district's responsibilities for maintenance, cleaning, and insurance for this portion of the work. Warranties for this portion of the work shall commence per contract terms and the school district is responsible for oversight of warranty claims. A punch list of work to be completed or corrected was made on the date of substantial completion and such work must be complete before final acceptance. A copy of the substantial completion form is attached.

STRATEGIC DIRECTION: Learning in a Safe Environment

#### ALTERNATIVES:

- 1. Accept substantial completion.
- 2. Do not accept substantial completion.

#### **RECOMMENDATION:**

Alternative No.1 is recommended.

#### RATIONALE:

The work required under the terms of the contract is substantially complete. The establishment of a date of substantial completion is a requirement of the contract terms.

#### IMPACT STATEMENT:

This document does not require any commitment of funds by the school board.

#### DATA SOURCE:

Doug Pollei, Senior Construction Coordinator Arlene Corbin, Director Paul Renker, Renker Eich Parks Architects Nelson Etienne, Walbridge, Inc.

#### SUBMITTED BY:

Michael Bessette, Associate Superintendent, Operational Services

10.23

#### ATTACHMENTS:

• pTEC St Pete preschool center - Bldg 1 Sub Comp form (PDF)

Updated: 10/11/2013 1:02 PM by Sharon Ingram

# MAIA<sup>®</sup> Document G704<sup>™</sup> – 2000

## Certificate of Substantial Completion

<b>PROJECT:</b> (Name and address)	PROJECT NUMBER: PCSB # 4507 (Part 1 of 3)	OWNER X
PTEC Pre-School Center	CONTRACT FOR: Renovations & New Construct	(
901 34 <sup>th</sup> St. South St. Petersburg, FL 33711	CONTRACT DATE: 03/2013	CONTRACTOR
TO OWNER: (Name and address)	TO CONTRACTOR: (Name and address)	FIELD
Pinellas County Schools 301 Fourth Street SW Largo, Florida 33770	Walbridge, Inc. 9942 Currie Davis Dr., Suite H Tampa, FL 33619	

PROJECT OR PORTION OF THE PROJECT DESIGNATED FOR PARTIAL OCCUPANCY OR USE SHALL INCLUDE:

B01 – Second Floor, Nursing Program, Replacement Chillers and Pumps

The Work performed under this Contract has been reviewed and found, to the Architect's best knowledge, information and belief, to be substantially complete. Substantial Completion is the stage in the progress of the Work when the Work or designated portion is sufficiently complete in accordance with the Contract Documents so that the Owner can occupy or utilize the Work for its intended use. The date of Substantial Completion of the Project or portion designated above is the date of issuance established by this Certificate, which is also the date of commencement of applicable warranties required by the Contract Documents, except as stated below:

Work associated with B01 First Floor Pre-School Children's Center Program and Site Work. Work associated with B05 Commercial Driving Program and Site Work.

Renker Eich Parks Architects ARCHITECT

Senior Project Architect Paul Renker. A list of items to be completed or corrected is attached hereto. The failure to include any items on such list does not alter the responsibility of the Contractor to complete all Work in accordance with the Contract Documents. Unless otherwise agreed to in writing, the date of commencement of warranties for items on the attached list will be the date of issuance of the final Certificate of Payment or the date of final payment.

Cost estimate of Work that is incomplete or defective: \$ \$2,126,649.00

The Contractor will complete or correct the Work on the list of items attached hereto within (30) days from the above date of Substantial Completion.

Walbridge, Inc. contractor Senior Project Manager	BY Nelso	on Etienne	9-/0 DATE	6-13
The Owner accepts the Work 5:00pm			blete and will as	ssume full possession at
Pinellas County Schools				
OWNER Superintendent The responsibilities of the Ov insurance shall be as follows: review insurance requirement	(Note: Owner's and	el A. Grego, Ed.D. or security, maintenand Contractor's legal an	DATE ce, heat, utilitie d insurance con	es, damage to the Work and unsel should determine and
PTEC South	Calere	M/al	ec	
Directa	BY Arter	le Corbin	DATE	9-17-13
AIA Document G704™ – 2000. Copy	right © 1963, 1978, 1992 ar	nd 2000 by The American Ins	stitute of Architects	All rights reserved. WARNING: TI

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DATE OF ISSUANCE

Largo, FL 33770

## Pinellas County Schools

#### SCHEDULED



#### **REQUEST FOR APPROVAL (ID # 4268)**

October 22, 2013

#### TO: MEMBERS OF THE SCHOOL BOARD OF PINELLAS COUNTY

FROM: MICHAEL A. GREGO, Ed.D., SUPERINTENDENT

SUBJECT: Request Acceptance of Substantial Completion for Renovations and Remodeling (Building 4) as of September 18, 2013, Which is a Portion of the Project at Skyview Elementary School, Project No. 9027

#### **BACKGROUND:**

The project architect has certified this portion of the project is substantially complete as of September 18, 2013. This date establishes the beginning of the school district's responsibilities for maintenance, cleaning, and insurance for this portion of the work. Warranties for this portion of the work shall commence per contract terms and the school district is responsible for oversight of warranty claims. A punch list of work to be completed or corrected was made on the date of substantial completion and such work must be complete before final acceptance. A copy of the substantial completion form is attached.

STRATEGIC DIRECTION: Learning in a Safe Environment

#### ALTERNATIVES:

- 1. Accept substantial completion.
- 2. Do not accept substantial completion.

#### **RECOMMENDATION:**

Alternative No.1 is recommended.

#### RATIONALE:

A portion of the work required under the terms of the contract is substantially complete. The establishment of a date of substantial completion is a requirement of the contract terms.

#### IMPACT STATEMENT:

This document does not require any commitment of funds by the school board.

<u>DATA SOURCE</u>: Mike Parkinson, Senior Construction Coordinator Suzanne Hester, Principal Edward Hoffman, Hoffman Architects, P.A. Jerry Siminski, Creative Contractors, Inc.

<u>SUBMITTED BY</u>: Michael Bessette, Associate Superintendent, Operational Services • Skyview ES Bldg 4 Sub Comp form (PDF)

## 

## Certificate of Substantial Completion

#### PROJECT:

(Name and address) Skyview Elementary School 8601 60<sup>th</sup> Street N. Pinellas Park, FL 33782

TO OWNER: (Name and address) Pinellas County School Board 11111 South Belcher Road Largo, FL 33773 PROJECT NUMBER: 9027/ CONTRACT FOR: General Construction CONTRACT DATE: February 12<sup>th</sup>, 2013

TO CONTRACTOR: (Name and address) Creative Contractors, Inc. 620 Drew Street Clearwater, FL 33755

OWNER:	$\boxtimes$
ARCHITECT:	$\boxtimes$
CONTRACTOR:	$\boxtimes$
FIELD:	
OTHER:	

PROJECT OR PORTION OF THE PROJECT DESIGNATED FOR PARTIAL OCCUPANCY OR USE SHALL INCLUDE:

#### **Building B4**

The Work performed under this Contract has been reviewed and found, to the Architect's best knowledge, information and belief, to be substantially complete. Substantial Completion is the stage in the progress of the Work when the Work or designated portion is sufficiently complete in accordance with the Contract Documents so that the Owner can occupy or utilize the Work for its intended use. The date of Substantial Completion of the Project or portion designated above is the date of issuance established by this Certificate, which is also the date of commencement of applicable warranties required by the Contract Documents, except as stated below:

#### Warranty

12 months

Date of Commencement September 18th, 2013

Hoffman Architects, P.A.

ARCHITECT

A list of items to be completed or corrected is attached hereto. The failure to include any items on such list does not alter the responsibility of the Contractor to complete all Work in accordance with the Contract Documents. Unless otherwise agreed to in writing, the date of commencement of warranties for items on the attached list will be the date of issuance of the final Certificate of Payment or the date of final payment.

#### Cost estimate of Work that is incomplete or defective: \$25,000.00

BY

The Contractor will complete or correct the Work on the list of items attached hereto within Thirty (30) days from the above date of Substantial Completion.

Creative Contractors, Inc.

CONTRACTOR

BY

9.18.13

DATE

September 18th, 2013

DATE OF ISSUANCE

The Owner accepts the Work or designated portion as substantially complete and will assume full possession at 4:00PM (time) on September 18<sup>th</sup>, 2013 (date).

Pinellas County School Board

OWNER

The responsibilities of the Owner and Contractor for security, maintenance, heat, utilities, damage to the Work and insurance shall be as follows:

(Note: Owner's and Contractor's legal and insurance counsel should determine and review insurance requirements and coverage.)

Suzanne Hester	Arranne Naster 9-23-13	
SKYVIEW ELEMENTARY PRINCIPAL	BY DATE	

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Largo, FL 33770

## Pinellas County Schools

#### SCHEDULED



#### **REQUEST FOR APPROVAL (ID # 4269)**

#### October 22, 2013

#### TO: MEMBERS OF THE SCHOOL BOARD OF PINELLAS COUNTY

- FROM: MICHAEL A. GREGO, Ed.D., SUPERINTENDENT
- SUBJECT: Request Approval of Vehicle Use Agreements to Non-Profit Organizations for a Period of one Year

#### BACKGROUND:

Palm Harbor Montessori Academy, Sanderlin Center and the Town of Belleair have requested vehicle use agreements. Copies of the agreements are attached.

Under Florida Statute 1006.261, a school district may provide to any non-profit organization the option to contract for the use of school buses to transport school age children if they can provide liability protection for the district with the minimum amounts of \$100,000 per person/\$325,000 per occurrence. It requires the organization to hold the district harmless from liability in exchange for services provided at cost. These agreements also stipulate that the use of buses by this group will not conflict with regular school board transportation schedules.

STRATEGIC DIRECTION: Effective and Efficient Use of Resources

#### ALTERNATIVES:

- 1. Approve the agreements.
- 2. Do not approve the agreements.

#### **RECOMMENDATION:**

Alternative No. 1 is recommended.

#### RATIONALE:

The district will continue providing this type of transportation service to non-profit organizations, but shall not subject itself to additional liability exposures.

#### **IMPACT STATEMENT:**

These agreements do not require any commitment of funds by the school board. The organizations hiring these services will be billed for costs associated with services provided. Users may contact the school board's transportation department at any time to inquire as to the current rates.

#### DATA SOURCE:

Heather Wallace, Assistant School Board Attorney Rick McBride, Director, Transportation Joe Maceda, Financial Reporting Analyst Sheryl Chelena, Events Coordinator, Palm Harbor Montessori Academy Lounell C. Britt, Executive Director, Sanderlin Center Rachel Schneider, Recreation Supervisor, Town of Belleair

#### <u>SUBMITTED BY:</u> Michael Bessette, Associate Superintendent, Operational Services

#### ATTACHMENTS:

- VUA Palm Harbor Montessori Academy (PDF)
- VUA Sanderlin Center (PDF)
- VUA Town of Belleair (PDF)

#### VEHICLE USE AGREEMENT

THIS AGREEMENT, entered into this \_\_\_\_\_ day of \_\_\_\_\_, 2013 by and between THE SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA, hereinafter referred to as the "School Board," and the Particular Montessail, a Florida corporation not for profit, hereinafter referred to as "User". The parties agree as follows: academy

- The School Board will provide shuttle bus transportation to User for the contract period ending <u>August 23, 2014</u>, for the purpose of transporting school-age children, with chaperones, who participate in User's sponsored programs. User shall make all requests for specific uses during the contract period to the School Board's Transportation Department, who will determine whether buses are available pursuant to paragraph 3 below.
- 2. Transportation is for the sole purpose of transporting school-age children, with chaperones, who participate in User's sponsored programs to and from locations in Pinellas and adjacent counties.
- 3. The bus or buses will be operated by an employee of the **School Board**, who is licensed to drive a school bus, and shall be assigned by the Director of Transportation or designee. Buses may be used under this agreement only if they are available at the times requested, and such use shall not interfere with or impair regular school transportation. The **School Board's** Transportation Department shall be the final authority as to the availability of buses.
- 4. (A) User shall pay to the School Board, for the use of said school bus service that begins weekdays before 4:00 p.m., a sum per bus of the current rate per hour to include 15 minutes before and 15 minutes after the use, plus the surcharge rate per mile. There shall be a minimum charge of two hours. The current rate per hour and surcharge rate per mile will be that rate used by the School Board, in its sole discretion, as of the date of the bus usage. User may investigate the current rates by either contacting the School Board's Transportation Department or visiting their website.

(B) If requests extend to service that begins weekdays after 4:00 p.m., weekends and any non-school day, User shall pay a sum per bus of the current rate per hour to include 30 minutes before and 30 minutes after the use, plus the surcharge rate per mile. There shall be a minimum charge of four hours. The current rate per hour and surcharge rate per mile will be that rate used by the School Board, in its sole discretion, as of the date of the bus usage. User may investigate the current rates by either contacting the School Board's Transportation Department or visiting their website.

(C) "Weekend" is defined as a Saturdays and Sundays. "Weekend" shall also include Fridays during the time that the School Board is on its summer calendar schedule. "Weekday" is defined as all days not meeting the definition of "Weekend". "Non-school day" is defined as a weekday when students are not scheduled to attend classes.

5. This agreement is made pursuant to section 1006.261, Florida Statutes, and the parties agree that they will comply with the provisions therewith. The User will provide certificate of required liability insurance to the School Board prior to the time of any transportation under this Agreement, showing the School Board of Pinellas County, Florida as an additional insured.

IN WITNESS WHEREOF, the parties have executed this agreement at Largo, Pinellas County, Florida, the date first above written.

THE SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

By:

Chairperson

Attest:

Superintendent

Approved as to form:

Organization

Print Name and Title

Signature

Board Attorney's Office Signature Bus Agreement – Non-Profit

#### VEHICLE USE AGREEMENT

THIS AGREEMENT, entered into this \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_ by and between **THE SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA**, hereinafter referred to as the "School Board," and the

- The School Board will provide shuttle bus transportation to User for the contract period ending <u>August 23, 2014</u>, for the purpose of transporting school-age children, with chaperones, who participate in User's sponsored programs. User shall make all requests for specific uses during the contract period to the School Board's Transportation Department, who will determine whether buses are available pursuant to paragraph 3 below.
- Transportation is for the sole purpose of transporting school-age children, with chaperones, who participate in User's sponsored programs to and from locations in Pinellas and adjacent counties.
- 3. The bus or buses will be operated by an employee of the **School Board**, who is licensed to drive a school bus, and shall be assigned by the Director of Transportation or designee. Buses may be used under this agreement only if they are available at the times requested, and such use shall not interfere with or impair regular school transportation. The **School Board's** Transportation Department shall be the final authority as to the availability of buses.
- 4. (A) User shall pay to the School Board, for the use of said school bus service that begins weekdays before 4:00 p.m., a sum per bus of the current rate per hour to include 15 minutes before and 15 minutes after the use, plus the surcharge rate per mile. There shall be a minimum charge of two hours. The current rate per hour and surcharge rate per mile will be that rate used by the School Board, in its sole discretion, as of the date of the bus usage. User may investigate the current rates by either contacting the School Board's Transportation Department or visiting their website.

(B) If requests extend to service that begins weekdays after 4:00 p.m., weekends and any non-school day, User shall pay a sum per bus of the current rate per hour to include 30 minutes before and 30 minutes after the use, plus the surcharge rate per mile. There shall be a minimum charge of four hours. The current rate per hour and surcharge rate per mile will be that rate used by the School Board, in its sole discretion, as of the date of the bus usage. User may investigate the current rates by either contacting the School Board's Transportation Department or visiting their website.

(C) "Weekend" is defined as a Saturdays and Sundays. "Weekend" shall also include Fridays during the time that the **School Board** is on its summer calendar schedule. "Weekday" is defined as all days not meeting the definition of "Weekend". "Non-school day" is defined as a weekday when students are not scheduled to attend classes.

5. This agreement is made pursuant to section 1006.261, Florida Statutes, and the parties agree that they will comply with the provisions therewith. The User will provide certificate of required liability insurance or a certificate of self-insurance to the School Board prior to the time of any transportation under this Agreement, showing the School Board of Pinellas County, Florida as an additional insured.

IN WITNESS WHEREOF, the parties have executed this agreement at Largo, Pinellas County, Florida, the date first above written.

THE SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

By:

Chairperson

Attest:

Approved as to form: <u>Ale attus</u> <u>Uallas</u> School Board Attorney's Office

Organization

Organization Nan

Print Mame and Tit

office Signature

Bus Use Agreement - Municipalities

#### **VEHICLE USE AGREEMENT**

THIS AGREEMENT, entered into this \_\_\_\_\_ day of \_\_\_\_\_ 2013 by and between THE SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA, hereinafter referred to as the "School Board," and the Town of Belleaiv, a municipal corporation, hereinafter referred to as "User". The parties agree as follows:

- 1. The School Board will provide shuttle bus transportation to User for the contract period ending August 23, 2014, for the purpose of transporting school-age children, with chaperones, who participate in User's sponsored programs. User shall make all requests for specific uses during the contract period to the School Board's Transportation Department, who will determine whether buses are available pursuant to paragraph 3 below.
- 2. Transportation is for the sole purpose of transporting school-age children, with chaperones, who participate in User's sponsored programs to and from locations in Pinellas and adjacent counties.
- 3. The bus or buses will be operated by an employee of the School Board, who is licensed to drive a school bus, and shall be assigned by the Director of Transportation or designee. Buses may be used under this agreement only if they are available at the times requested, and such use shall not interfere with or impair regular school transportation. The School Board's Transportation Department shall be the final authority as to the availability of buses.
- (A) User shall pay to the School Board, for the use of said school bus service that begins weekdays before 4:00 4. p.m., a sum per bus of the current rate per hour to include 15 minutes before and 15 minutes after the use, plus the surcharge rate per mile. There shall be a minimum charge of two hours. The current rate per hour and surcharge rate per mile will be that rate used by the School Board, in its sole discretion, as of the date of the bus usage. User may investigate the current rates by either contacting the School Board's Transportation Department or visiting their website .

(B) If requests extend to service that begins weekdays after 4:00 p.m., weekends and any non-school day, User shall pay a sum per bus of the current rate per hour to include 30 minutes before and 30 minutes after the use, plus the surcharge rate per mile. There shall be a minimum charge of four hours. The current rate per hour and surcharge rate per mile will be that rate used by the School Board, in its sole discretion, as of the date of the bus usage. User may investigate the current rates by either contacting the School Board's Transportation Department or visiting their website.

(C) "Weekend" is defined as a Saturdays and Sundays. "Weekend" shall also include Fridays during the time that the School Board is on its summer calendar schedule. "Weekday" is defined as all days not meeting the definition of "Weekend". "Non-school day" is defined as a weekday when students are not scheduled to attend classes.

5. This agreement is made pursuant to section 1006.261, Florida Statutes, and the parties agree that they will comply with the provisions therewith. The User will provide certificate of required liability insurance or a certificate of selfinsurance to the School Board prior to the time of any transportation under this Agreement, showing the School Board of Pinellas County, Florida as an additional insured.

IN WITNESS WHEREOF, the parties have executed this agreement at Largo, Pinellas County, Florida, the date first above written.

#### THE SCHOOL BOARD OF **PINELLAS COUNTY, FLORIDA**

By:

Chairperson

Attest:

Superintendent

Approved as to form: School Board Attorney's Office

Signature Bus Use Agreement - Municipalities

Organization

Belleair Organization Name

Kachel Schneider, Recreation Supervis

Print Name and Title

Largo, FL 33770

## Pinellas County Schools

#### SCHEDULED



#### **REQUEST FOR APPROVAL (ID # 4270)**

October 22, 2013

#### TO: MEMBERS OF THE SCHOOL BOARD OF PINELLAS COUNTY

#### FROM: MICHAEL A. GREGO, Ed. D., SUPERINTENDENT

SUBJECT: Request Approval of Selling the District's Surplus and Obsolete Equipment on the PublicSurplus.com Internet Auction Site

#### **BACKGROUND:**

Periodically the District disposes of surplus property. Working surplus property has been posted for 45 days on a forum on the district's intranet. Schools and departments have the opportunity to obtain this surplus property prior to disposal at public auction. Proceeds from the online auctions have exceeded the amount received from previous live auctions.

STRATEGIC DIRECTION: Effective and Efficient Use of Resources

#### ALTERNATIVES:

- 1. Approve selling the district's surplus and obsolete equipment.
- 2. Do not approve selling the district's surplus and obsolete equipment.

#### **RECOMMENDATION**:

Alternative No.1 is recommended.

#### RATIONALE:

To remove surplus and obsolete equipment from the district's inventory.

#### **IMPACT STATEMENT**:

The surplus and obsolete property that is sold at auction will generate revenue for the district. This will require no commitment of funds by the school board.

#### DATA SOURCE:

Karen Coffey, Executive Director, Budget & Resource Allocation Norman Kelton, Assistant Superintendent, Technology and Information Services Joe Zihala, Warehouse Coordinator Art Dunham, Director, Food Service

#### SUBMITTED BY:

Michael Bessette, Associate Superintendent, Operational Services

#### ATTACHMENTS:

Auction Items Board List for 102213 (PDF)

Dell Desk Top	027-1343	Video Cassette Recorder
Video Cassette Recorder	029-4878	Hot Food Unit
Milk Cooler	021-1932	Traulson Refrigerator
Convection Over-Bakers	008-0800	Hobart Floor Mixer
Hobart Mixer (60 Quart)	002-8941	Hobart Mixer (60 Quart
Washer/Dryer Combo	033-7726	Ice Maker, Cube Style
Scotsman Ice Maker	024-9635	Blod. Oven Convection
Blod. Oven Convection	029-8850	Refrigerator
Milk Cooler	034-2910	Milk Cooler
Milk Cooler	023-2320	Milk Cooler
Milk Cooler	028-8238	GE Refrigerator (White)
Refrigerator	014-6907	Tire changer
Braker Repair	010-0455	Traulson Refrigerator
Traulson Refrigerator	021-7806	Network Hub
Network Hub	031-5893	Cisco Router
Dell Server	027-9440	Dell Server
Dell Server	036-1692	Dell Server
Dell Server	027-6581	Dell Server
Network Hub	008-7086	Cooler, Flower Mart
Wheelchair Lift	022-6344	Ride Mower
Popcorn Machine	028-8183	Golf Cart
Golf Cart	036-4608	VF4 Video Furnace
Piano Rodgers C100	022-6344	Ferris Deck 52" for Rider Mower
Samsung Digital Presenter	036-4626	VF4 Video Furnace
VF4 Video Furnace	002-3627	Tripod Dolly
Poster Printer	036-4604	Video Furnace
Video Furnace	0309205	Amana Range
Range, Down Draft	030-9207	Range, Down Draft
Range, Down Draft	030-9209	Range, Down Draft
Range, Down Draft		
		+

## Pinell

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029-3565 029-4408 030-6027

026-4477 007-8549 034-8896 029-8558 024-9636 028-1610 030-6027 033-6630 017-5455 027-1358 008-5306 023-3710 027-9509 029-8404 027-9405 021-7805 024-6708 001-5650 035-3233 020-4054 035-3292 037-1862 028-4268 037-9362 030-9206 030-9208 030-9210

Largo, FL 33770



#### SCHEDULED

#### **REQUEST FOR APPROVAL (ID # 4255)**

Request Approval of Bids to Vendors at Prices in Bid Documents in Accordance with Bid Policies and Statutes

#### ATTACHMENTS:

**Pinellas** County

Schools

• Bids 10-22-13 (PDF)

Prepared: 10/11/2013 10:22 AM by Sandra Arrison

## PURCHASING AGENDA SUMMARY **October 22, 2013**

(School Board Meeting Date)

Key to Bid Categories: CAN = Bid Cancellation, CB = Co-op Bid, CT = Contract Termination, DN = Direct Negotiation, ER = Emergency Ratification, EX = Bid Extension, HPS = Highest Point Score, LRB = Lowest Responsive Bid, PB = Piggy-Back Bid, PS = Professional Services, RA = Revised Award, RB = Re-Award Bid, REJ = Bid Rejection,  $\mathbf{RFP}$  = Request for Proposal,  $\mathbf{RN}$  = Bid Renewal,  $\mathbf{SC}$  = State Contract,  $\mathbf{SP}$  = Sale of Property,  $\mathbf{SS}$  = Sole Source

BID NUMBER	BID TITLE	BID CAT.	BID TERM	DESTINATION / REQUESTER	*FUND/ CC	**PROJECT /SUBPROJ	RECOMMENDED VENDOR	TOTAL \$ by VENDOR	TOTAL \$ of BID	COMMENTS
14-060-009	Motor Vehicle Parts: Common	LRB	1 yr.	Vehicle Maintenance Dept. Wade Hutchins	0100/5900		Fleet Products, Inc. The Parts House Southeast Power Systems of Tampa, Inc. Uni-Select USA Vehicle Maintenance Program, Inc.	Unknown	300,000.00 (estimate)	
14-070-037	Food Delivery Vehicles	LRB	N/A	Food Services Dept. Art Dunham	0410/5470	9502	Bartow Ford	213,184.00	213,184.00	
14-365-022	Floor Maintenance Machines	LRB	1 yr.	Maintenance Dept. Mike Guild	Various	Various	Gem Supply Company, Inc. Lawton Bros.Inc. Sani-Chem Cleaning Supplies, Inc.	Unknown	125,000.00 (estimate)	
14-155-072	Refurbished Relocatable Classroom Purchase	LRB	N/A	Career Academies of Seminole Clearwater Adult Education Center pTEC St. Petersburg John Moody	0150/3371 0150/0712 0150/3801	9901/0000 9901/0000 9901/0000	Williams Scotsman, Inc.	86,970.00	86,970.00	

to Fund Sources:

00: General Operating 0150: Workforce Development 0410: Food Service 0420: Contracted Programs 03XX: Capital 043X: ARRA Stimulus

ey to Categorical Sources:

Packet Pg. XX: Referendum Funds 280

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Attachment: Bids 10-22-13 (4255 : Bids)

## PURCHASING AGENDA SUMMARY **October 22, 2013**

(School Board Meeting Date)

Key to Bid Categories: CAN = Bid Cancellation, CB = Co-op Bid, CT = Contract Termination, DN = Direct Negotiation, ER = Emergency Ratification, EX = Bid Extension, HPS = Highest Point Score, LRB = Lowest Responsive Bid, PB = Piggy-Back Bid, PS = Professional Services, RA = Revised Award, RB = Re-Award Bid, REJ = Bid Rejection,  $\mathbf{RFP}$  = Request for Proposal,  $\mathbf{RN}$  = Bid Renewal,  $\mathbf{SC}$  = State Contract,  $\mathbf{SP}$  = Sale of Property,  $\mathbf{SS}$  = Sole Source

BID NUMBER	BID TITLE	BID CAT.	BID TERM	DESTINATION / REQUESTER	*FUND/ CC	**PROJECT /SUBPROJ	RECOMMENDED VENDOR	TOTAL \$ by VENDOR	TOTAL \$ of BID	COMMENTS
14-961- 062-PB	Professional Services: Environmental Testing Services	PB	1 yr.	County Wide Rodger Williams	Various	Various	Professional Services Industries, Inc.	100,000.00	100,000.00 (estimate)	<i>Rationale:</i> Piggy back Manatee County Board of County Commissioners RFP# 10- 0944TC.
14-968- 063-RN	Variable Frequency Drive Repairs	RN	1 yr.	County Wide Jerome Paulding	Various	Various	Drivetech, Inc. RJH Technical Services, Inc.	Unknown	150,000.00 (estimate)	
14-968- 064-RN	Concrete Walkways Installed	RN	1 yr.	County Wide Rodger Williams	Various	Various	United Tile Contractors of Florida, Inc.	150,000.00	150,000.00 (estimate)	
14-330- 041-RN	Fencing Materials	RN	1 yr	Maintenance Dept. Rodger Williams	0100/5370		Smith Fence Co.	55,000.00	55,000.00 (estimate)	
14-205- 067-SC	IT Hardware Contract	SC	11 mos.	Networking and Telecommunica- tions Dept. Dave Galvin	0100/5140	2906/6027	Anixter, Inc CDW Government LLC Graybar Electric Co Inc. GovConnection Inc. Insight Public Sector	Unknown	300,000.00 (estimate)	<i>Rationale:</i> Utilizing State of Florida Contract #250- 000-09-1.

to Fund Sources:

00: General Operating

0150: Workforce Development 03XX: Capital 0410: Food Service 0420: Contracted Programs

043X: ARRA Stimulus

Packet Pg. ey to Categorical Sources:

XX: Referendum Funds 213agensum.doc) 281

Attachment: Bids 10-22-13 (4255 : Bids)

## PURCHASING AGENDA SUMMARY October 22, 2013

(School Board Meeting Date)

<u>Key to Bid Categories</u>: CAN = Bid Cancellation, CB = Co-op Bid, CT = Contract Termination, DN = Direct Negotiation, ER = Emergency Ratification, EX = Bid Extension, HPS = Highest Point Score, LRB = Lowest Responsive Bid, PB = Piggy-Back Bid, PS = Professional Services, RA = Revised Award, RB = Re-Award Bid, REJ = Bid Rejection, RFP = Request for Proposal, RN = Bid Renewal, SC = State Contract, SP = Sale of Property, SS = Sole Source

BID NUMBER	BID TITLE	BID CAT.	BID TERM	DESTINATION / REQUESTER	*FUND/ CC	**PROJECT /SUBPROJ	RECOMMENDED VENDOR	TOTAL \$ by VENDOR	TOTAL \$ of BID	COMMENTS
14-205- 065-SS	Sole Source Testing Software	SS	1 yr.	County Wide High Schools Patricia Clay	0434/5130	Y104	Certiport Inc	61,875.00	61,875.00	<i>Rationale:</i> The vendor holds the copyrights and the distribution rights of this

y to Fund Sources: 00: General Operating 0150: Workforce Development 03XX: Capital 0410: Food Service 0420: Contracted Programs 043X: ARRA Stimulus ey to Categorical Sources: XX: Referendum Funds XX: Referendum Funds

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software

	<b>PURCHASING AGENDA ITEM</b> School Board of Pinellas County, Florida	10.27.a
Sc	chool Board Meeting of: October 22, 2013	
<b>Bid</b> No: 14-0	60-009 <i>Bid Title:</i> Motor Vehicle Parts: Common	
Original Bid No:	N/A	
Recommend approv	val of this agenda item under the specific category checked below.	
<u>Agenda Item Categ</u>	<u>zories</u> :	
Lowest Responsive	Highest Point Score Re-Award (partial/whole) * State Contract per 6A-1.012 (5)   t Contract/Bid Termination * Contract Extension * Term: Co-Op Bid	roperty
Contract Period:	11/9/13 thru 11/8/14 N/A - One Time Purchase	
Contract Value:	\$ 300,000.00	
Contract Type:	Estimated Firm, Fixed Firm, Fixed Dollar Amount Dollar Amount Unit Prices Fees or Discounts	5
Renewal Options.	No. of Terms Length of Length of None Remaining Each Term Each Term	:
* Rationale/Reason	2 6-months 1 - year	
<b>Reason for Sub</b>	bmittal to Board Under Separate Cover:	
Bidders Solicited: <u>100</u>	Bids Received: 10 Late Bids: 0 Rejected Bids: 2 N/A - Bids Not Required	
Submitted By:	Linda M. Balcombe, CPPO, CPPB For: Vehicle Maintenance Departme	ent
Title:	Director, Purchasing Department	
Requested By: Title:	Wade HutchinsBuyer:Nick SpartaSupervisor, Vehicle Maintenance DepartmentDepartmentNick Sparta	

**Recommended award by vendor as follows:** (see attached)

Provide and deliver Common Motor Vehicle Parts on an as needed basis, with discounts off Manufacturer's list pricing (Groups 1A thru 7A), and firm unit pricing (Groups 8A and 8B) for the contract period. The discounts awarded shall also apply to other like items not specifically listed here, that these manufacturers also supply. Vendors are responsible for providing up-to-date price lists to the purchasing and vehicle maintenance parts departments, during the entire term of this contract.

#### UNI-SELECT USA (V-29777)

<u>Group 1A</u> - Passenger car & Light Trucks: Engine & Transmission Mounts, Gasket Sets, Gasket Materials, Water Pumps (New), Belts, Caps, Clamps, Freeze Plugs, Hoses, PCV Valves, Thermostats, and Sensors

Requested MFR.	Manufacturer Bid/Items	Discount/Multiplier
Anchor	Auto Extra	64% / <b>.36</b>
A/C Delco	Pro Select	51% / <b>.49</b>
Gates	Stant	54% / <b>.46</b>
Fel-Pro	Fel-Pro	54% / <b>.46</b>

<u>Group 5A</u> – Brass Fitting and Cooper Tubing for Air & Hydraulic Systems (Compression Type and Quick Disconnect), Connectors, Grease Fittings, Grommets, O-Rings, Pins, Taps, Terminals, Grade 8 Fasteners, Chemical Additives, Brake Fluid, Cleaners, Greases, Lubricants, Penetrating Oils, Polishes, Sealants, Silicones, Waxes

Requested MFR.	Manufacturer Bid/Items	Discount/Multiplier
Parker	Gates (brass fittings)	66% / <b>.34</b>
Auveco	Standard (terminals)	64% / <b>.36</b>
	Motormite (cotter pins)	
	National (O-Rings)	
Infaco (IFC)	Motormite (bolts, nuts)	64% / <b>.36</b>
CRC	CRC (penetrating oil)	43% / <b>.57</b>
Permatex	Permatex (high tack sealant)	46% / <b>.54</b>
Gunk	Rad Specialty (brake fluid)	50% / <b>.50</b>

#### THE PARTS HOUSE (V-TBA)

C	<b>Т</b> 7-1-1-1-0 Т	Б		W
<u>Group 1B</u> - 1.5 Ton '	venicles & Larger:	Engine & I ran	smission Mounts,	water Pumps (New)

	Manager Annual Distriction	
<b>Requested MFR.</b>	Manufacturer Bid/Items	Discount/Multiplier
Anchor	Westar (engine & trans mounts)	62% / <b>.38</b>
Seal Power	Westar (engine & trans mounts)	62% / <b>.38</b>
Sloan	Parts Plus (water pumps)	60% / <b>.40</b>
Sloan	AC Delco (water pumps)	55% / <b>.45</b>
Sloan	HAL (water pumps)	50% / <b>.50</b>

#### THE PARTS HOUSE (V-TBA) Cont'd

<u>Group 3B</u> – Fuel Pumps (New), Strainers, Control Cables, Mechanic Wire, Throttle Cable, Throttle Pedal, Carburetors

Requested MFR.	Manufacturer Bid/Items	Discount/Multiplier
A/C Delco, Airtex, Carter	AC Delco (fuel pumps)	55% / <b>.45</b>
Dorman	Dorman (choke and fuel cable)	56% / <b>.44</b>
	Dorman (bailing wire)	56% / <b>.44</b>

#### Group 6A - Compressors, Condensers, Evaporators, Fans, Motors

Requested MFR.	Manufacturer Bid	Discount/Multiplier
A/C Delco	AC Delco (new compressors)	55% / <b>.45</b>
	A/C Delco (remanufactured compressors)	55% / <b>.45</b>
	AC Delco (new condensers)	55% / <b>.45</b>
Prime Source	Global (driers)	50% / <b>.50</b>
Trans-Air	TAP (condenser fans)	40% / <b>.60</b>
Sanden	AC East (compressors)	50% / <b>.50</b>

#### FLEET PRODUCTS, INC. (V-7051)

Group 2A - Caps, Ignitions, Ignition Wire, Regulators, Rotors, Solenoids, Spark & Glow Plugs

Requested MFR.	Manufacturer Bid/Items	Discount/Multiplier
Motorcraft	Standard	64% / <b>.36</b>
Champion	Autolite	60% / <b>.40</b>
A/C Delco	Standard	64% / <b>.36</b>

#### FLEET PRODUCTS, INC. (V-7051) Cont'd

<u>Group 2B -</u> Circuit Breakers, Sockets, Switches (Brake, Back-up, Micro, Push-Pull, Rocker, Turn Signal, Dimmers), Flashers, Fuses, Head Lamps, Lighting Bulbs, Lenses, Alarms, Horns, Battery Cables, Wire, Cable Ends, Gauges, Sending Units, Hour & Amp Meters

<b>Requested MFR.</b>	Manufacturer Bid/Items	Discount/Multiplier
Signal Stat	Truck Lite	55% / <b>.45</b>
Cole Hersee	Cole Hersee	50% / <b>.50</b>
A/C Delco	Standard (brake lamp switches)	62% / <b>.38</b>
Wagner	Ideal (flashers)	65% / .35
	G.E. (halogen head lamps)	68% / <b>.32</b>
	EIKO (lighting bulbs)	60% / <b>.40</b>
Signal Stat	Truck Lite (marker lamps)	55% / <b>.45</b>
Peterson	Truck Lite (turn signal lamps)	55% / <b>.45</b>
Grote	Grote (marker lenses)	55% / <b>.45</b>
Pollock	Ecco (back up alarms)	65% / <b>.35</b>
AC Delco	Fiamm (horn safeties)	55% / . <b>45</b>
Target Tech	Target Tech (strobe lights)	32% / <b>.68</b>

#### Group 3A - Passenger Cars and Light Trucks: Mufflers, Pipes, Tail pipes, Clamps, and Hangers

Requested MFR.	Manufacturer Bid/Items	Discount/Multiplier
Walker	Walker (mufflers, tailpipes)	60% / <b>.40</b>
	NAPA (Pipe elbows)	60% / <b>.40</b>

#### FLEET PRODUCTS, INC. (V-7051) Cont'd

<u>Group 4A</u> - Hubs, U-Joints, Yokes, Bolts, Gaskets, Lug-Nuts, slip Yokes, Studs, Wheel Drive Bearings & Seals, Ball Joints, Bushings, Idlers, Pitman Arms, Stabilizers, Tie Rod Ends, Drag Links, King Pins, Power Steering Pumps & Hoses, CV Joints & Boots, Knuckles, Shock Absorbers, Struts, Coil Springs, Leaf Springs

Requested MFR.	Manufacturer Bid/Items	Discount/Multiplier
Euclid, Rockwell	Meritor (Studs)	58% / <b>.42</b>
Spicer	Meritor (U-Joints)	60% / <b>.40</b>
Dorman	Dorman (U-Joints)	50% / <b>.50</b>
National	National (Rear Seals)	65% / <b>.35</b>
BCA	Timken (Bearings, Races)	62 % / <b>.38</b>
Moog	Raybestos (ball joints, tie rod ends, pitman arms, drag links)	60% / . <b>40</b>
	Raybestos (king pins)	60% / . <b>40</b>
Everco	Gates (pressure hoses)	61% / <b>.39</b>
Midland	Midland (pumps)	58% / <b>.42</b>
Gates	Gates (power steering hoses)	61% / <b>.39</b>
NAPA	A1 (CV Joints)	50% / <b>.50</b>
Monroe	Monroe (shock absorbers)	58% / . <b>42</b>
Tri-Angle	Moog (coil springs)	58% / <b>.42</b>
Triangle	Triangle ( leaf springs)	55% / <b>.45</b>

#### VEHICLE MAINTENANCE PROGRAM INC. (V-22265)

<u>Group 7A</u> – Windshield Wiper Arms, Blades, Refills, Pumps (New), Mirrors, Mirror Bracket, Mirror Heads, Seat Belts

Requested MFR.	Manufacturer Bid	Discount/Multiplier
Anco	Anco (wiper blades, wiper refill)	69.2% / <b>.308</b>
Mirror Lite	Mirror Lite (mirror heads, mirror with brackets)	30.5% / . <b>695</b>

#### SOUTHEAST POWER SYSTEMS OF TAMPA, INC. (V-16900)

TERMS #	Engine	Manufacturer Bid/Items	Unit Price
06016966	Cummins "B" Series 5.9	<b>Bosch 6 Cylinder Pump</b>	\$1095.00
06026036	IHC-DT466E	IHC #1842721C91	667.51
		High Pressure Oil Pump	
06066095	IHC MaxxForce DT	IHC #1848718C92 Injector	269.23
06060059	IHC DT466E	IHC #AP66976 Injector	265.00
06059995	Caterpillar 3126	Caterpillar #OR1050 Injector	235.00
06026062	Caterpillar 3126	Caterpillar #OR9348 Injector	235.00
06010908	Caterpillar C7	Caterpillar #10R4761 Injector	\$419.00

#### **<u>Group 8A</u>** – Remanufactured Injector Pumps, Remanufactured Injectors

#### **Group 8B** – Remanufactured Turbochargers

TERMS #	Engine	Manufacturer Bid/Items	Unit Price
N/A	General Motors 6.5	Warner IHI-6MI-4	\$599.73
06026064	IHC DT466E	Warner/Schwitzer #179079	875.00
06060306	IHC DT466E	Warner/Schwitzer #1C179035RS	1268.17
06060309	Caterpillar C7	Warner/Schwitzer #15478782	720.89
06015761	Caterpillar 3126	Warner/Schwitzer #OR7586	\$624.30
<b>PURCHASING AGENDA ITEM</b> School Board of Pinellas County, Florida	10.27.a		
---	----------		
School Board Meeting of: October 22, 2013			
Bid No:14-070-037Bid Title:Food Delivery Vehicles			
Original Bid No: N/A			
Recommend approval of this agenda item under the specific category checked below.			
Agenda Item Categories:			
<ul> <li>Lowest Responsive Bid</li> <li>Request for Proposal</li> <li>Reject Bids</li> <li>Piggy-Back Bid per 6A-1.012 (6)</li> <li>Sale of</li> <li>Revised Award *</li> <li>Highest Point Score</li> <li>Re-Award (partial/whole) *</li> <li>State Contract per 6A-1.012 (5)</li> <li>Renewal of Contract</li> <li>Contract/Bid Termination *</li> <li>Contract Extension * Term:</li> <li>Co-Op Bid</li> <li>Professional Services per FS 287.055</li> <li>Direct Negotiation per 6A-1.012 (14)</li> <li>Emergency Ratification *</li> </ul>	Property		
<i>Contract Period:</i> thru N/A - One Time Purchase			
<i>Contract Value:</i> \$ 213,184.00			
Contract Type: Estimated Dollar Amount Firm, Fixed Dollar Amount Dollar	nts		
Renewal Options:No. of TermsLength ofLength ofNoneRemainingEach TermEach TermEach Term	:		
* Rationale/Reason			
Reason for Submittal to Board Under Separate Cover:			
Bidders Solicited: <u>38</u> Bids Received: <u>1</u> Late Bids: <u>0</u> Rejected Bids: <u>0</u> N/A - Bids Not Required			
Submitted By: Linda M. Balcombe, CPPO, CPPB For: Food Services Department			
<i>Title:</i> Director, Purchasing Department			
Requested By:   Art Dunham, Director   Buyer:   Nick Sparta			
Title:       Food Services Department			

**Recommended award by vendor as follows:** (see attached)

# BARTOW FORD COMPANY (V-28863)

Quantity	Description	Unit Price	Extension
4	Ford E350 Cutaway Base, 5.4L Triton V8 engine,	\$53,296.00	\$213,184.00
	5-speed automatic transmission with overdrive,		
	10,050 GVWR, with the Delivery Concepts Inc.		
	11 Series, Type R50H50 specified refrigerated and		
	heated body installed.		
4	Extra keys	No charge	No charge
4	Transportation Cost	No charge	No charge

#### Grand Total for 4 Vehicles as specified: \$213,184.00

10.27.a

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<b>PURCHASING AGENDA ITEM</b> School Board of Pinellas County, Florida	27.a			
School Board Meeting of: October 22, 2013				
Bid No:       14-365-022       Bid Title:       Floor Maintenance Machines         Original Bid No:       N/A				
Recommend approval of this agenda item under the specific category checked below.				
Agenda Item Categories:				
<ul> <li>Lowest Responsive Bid</li> <li>Request for Proposal</li> <li>Reject Bids</li> <li>Piggy-Back Bid per 6A-1.012 (6)</li> <li>Sale of Property</li> <li>Revised Award *</li> <li>Highest Point Score</li> <li>Re-Award (partial/whole) *</li> <li>State Contract per 6A-1.012 (5)</li> <li>Renewal of Contract</li> <li>Contract/Bid Termination *</li> <li>Contract Extension * Term:</li> <li>Co-Op Bid</li> <li>Professional Services per FS 287.055</li> <li>Direct Negotiation per 6A-1.012 (14)</li> <li>Emergency Ratification *</li> </ul>				
<i>Contract Period:</i> 10/23/13 thru 10/22/14 N/A - One Time Purchase				
<i>Contract Value:</i> \$ 125,000.00				
Contract Type: Estimated Dollar Amount Firm, Fixed Dollar Amount Dollar	-			
Renewal Options:No. of TermsLength ofLength ofNoneRemainingEach TermEach TermEach Term				
2   6-months   1 - year     * Rationale/Reason				
<b>Reason for Submittal to Board Under Separate Cover:</b>				
Bidders Solicited: <u>45</u> Bids Received: <u>5</u> Late Bids: <u>0</u> Rejected Bids: <u>1</u> N/A - Bids Not Required				
Submitted By:         Linda M. Balcombe, CPPO, CPPB         For:         Maintenance Department				
<i>Title:</i> Director, Purchasing Department				
Requested By:Michael HewettBuyer:Nick SpartaTitle:Director, Maintenance DepartmentImage: SpartaSparta				

**Recommended award by vendor as follows:** (see attached)

Provide and deliver floor maintenance machines on an as needed basis, county wide, with firm net pricing for the contract period.

# LAWTON BROS. INC. (V-9983)

Terms Item	Description	Mfr. Part Number	Unit Price
Number			
36500301	Viper Venom 20, 20" Scrubber with drive brush	VN2015	\$431.20
	and shroud		
36500305	Viper Venom 13, 13" Scrubber with 13" Drive	VN2013	499.10
	Brush and shroud		
36500406	Viper Shovelnose, Wet/Dry vacuum	SN18WD	432.32
36500401	Viper Fang, Walk Behind Scrubber, including	18C	1,112.16
	drive brush		
36500302	Drive Brush, 20"	786720	60.17
36500304	Drive Brush, 13"	786713	35.91

## **Category 1: Electric Scrubbers & Accessories**

#### GEM SUPPLY COMPANY, INC. (V-27093)

#### Category 2: Electric Burnishers & Miscellaneous Equipment

Terms Item Number	Description	Mfr. Part Number	Unit Price
36500101	Tornado High Speed Burnisher, 20", 2000 rpm,	98482	\$698.00
	w/flex pad driver		
36500105	Tornado High Speed Burnisher, 20", 1600 rpm,	98458	678.00
	w/flex pad driver		
36500521	SSS Puma High Velocity Air Mover, 3/4 hp,	SSS-86020 &	222.00
	3 speed, 9.5" fan diameter, with transport cart.	SSS-86021	

# **Category 3: Extractors & Accessories**

Terms Item Number	Description	Mfr. Part Number	Unit Price
36500203	<b>Tornado</b> Carpet Extractor, 13 gallon, including hose, wand, and extension cord	98250	\$1,144.30
36500213	<b>Tornado</b> Carpet Extractor, 20" rinser and dryer, Marathon 1200	98168	1,687.26
36500505	Tornado Wand, 12" Deluxe	98397	234.26

# GEM SUPPLY COMPANY, INC. (V-27093) Cont'd

# **Category 7: Propane Burnishers**

Terms Item Number	Description	Mfr. Part Number	Unit Price
36500507	Aztec Burnisher, 21" with engines as specified,	07D-21-LR	\$2,289.00
	including propane tank		
36500512	Aztec Burnisher, 27" with engines as specified,	07D-27-LR	2,399.00
	including propane tank		

# **Category 8: Restroom Cleaners**

Terms Item Number	Description	Mfr. Part Number	Unit Price
36500525	Kaivac Restroom cleaner, with accessories including window squeegee, KaiDrain, metering tips, and place card.	KV-1750	\$3,149.00

# SANI-CHEM CLEANING SUPPLIES, INC. (V-1962)

#### **Category 4: Mini Spotters**

Terms Item Number	Description	Mfr. Part Number	Unit Price
36500201	<b>Sandia</b> Extractor, Spot-Xtract, 3 gallon compact, with water hose INSIDE vacuum hose assembly	50-1000	\$419.20

# **Category 5: Commercial Vacuums**

Terms Item	Description	Mfr. Part Number	Unit Price
Number			
48531752	Power-Flite Vacuum Cleaner, 16" with VGI	PF757CEC	\$215.00
	Beater Bar and zippered cloth bag.		

## Category 6: Back Pack Vacuums

Terms Item Number	Item		Unit Price
36500524	Tornado Pac Vac, with HEPA filtration	PV6	\$224.50

3

		<b>SING AGE</b> Board of Pinellas Coi		M
School Board Meeting of: October 22, 2013				
<b>Bid No:</b> 14-15	55-072		Refurbishe Purchase	ed Relocatable Classroom
Original Bid No:	N/A			
Recommend approv	al of this agenda item und	ler the specific o	category chec	ked below.
<u>Agenda Item Categ</u>	ories:			
Lowest Responsive I     Revised Award *     Renewal of Contract     Professional Services	Highest Point Score		whole) *	k Bid per 6A-1.012 (6) Sale of Property State Contract per 6A-1.012 (5) erm: Co-Op Bid Emergency Ratification *
Contract Period:	thru		N/A - 0	One Time Purchase
Contract Value:	\$ 86,970.00			
Contract Type:		Firm, Fixed Dollar Amount		FixedFirm, FixedPricesFees or Discounts
Renewal Options:	No. of Terms Remaining	Length o Each Te		ength of None ach Term
* Rationale/Reason	,	6-months	-	year
<b>Reason for Sub</b>	mittal to Board Under Se	eparate Cover:		
Bidders Solicited: <u>3</u>	Bids Received: <u>2</u> Lat	te Bids: <u>()</u> Rejec	cted Bids: <u>0</u>	N/A - Bids Not Required
Submitted By:	Linda M. Balcombe,		For:	Three (3) Locations
<i>Title:</i> Director, Purchasing Department				
Requested By:	Michael He		Buyer:	Christine Roney
Title:	Director, Maintenanc	e Department		

**Recommended award by vendor as follows:** (see attached)

# WILLIAMS SCOTSMAN, INC.

Deliver and install five (5) refurbished Type II-B classrooms units that meet specifications at three locations listed below:

SCHOOL LOCATIONS	<b>QUANTITY</b>	UNIT PRICE	TOTAL PRICE
Career Academies of Seminole	2	17,394.00	34,788.00
Clearwater Adult Education Center	2	17,394.00	34,788.00
PTEC St. Petersburg	1	17,394.00	17,394.00
TOTAL	5		\$86,970.00

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		SING AGEN Board of Pinellas Cour		M [10.2]
Sc	hool Board Meeti	ng of: Oct	ober 22,	2013
<b>Bid No:</b> 14-9	61-062-PB		Profession Festing Se	al Services: Environmental rvices
Original Bid No:	N/A			
Recommend approv	val of this agenda item und	ler the specific ca	ategory chec	ked below.
<u>Agenda Item Categ</u>	ories:			
Lowest Responsive Revised Award * Renewal of Contract Professional Service	Highest Point Score	Re-Award (partial/w	whole) *	x Bid per 6A-1.012 (6)       Sale of Property         State Contract per 6A-1.012 (5)         erm:       Co-Op Bid         Emergency Ratification *
Contract Period:	10/27/13 thru 10/2	26/14	N/A - 0	One Time Purchase
Contract Value:	\$ 100,000.00			
Contract Type:		Firm, Fixed Dollar Amount	⊠ Firm, Unit I	
Renewal Options.	No. of Terms <u>Remaining</u> 3	Length of Each Ter 6-months	m Ea	ength of None ach Term year
* Rationale/Reasor		0-months	1 -	year
Piggy-backing Manat	ee BOCC RFP# 10-0944TC	<u>.</u>		
<b>Reason for Sul</b>	omittal to Board Under Se	parate Cover:		
Bidders Solicited:	Bids Received: Lat	e Bids: Reject	ed Bids:	N/A - Bids Not Required
Submitted By:	Linda M. Balcombe,	CPPO, CPPB	For:	Facilities, Planning, Design and Construction Department
Title:	Director, Purchasing	g Department	_	
Requested By:	Edward U		Buyer:	Christine Roney
Title:	Director of Facilities Pla Constructi	• •		

**Recommended award by vendor as follows:** (see attached)

# PROFESSIONAL SERVICES INDUSTRIES, INC.

Provide professional services for environmental testing per attached schedule of values, on as needed basis, county wide.

LABOR RATES	UNIT	UNIT RATE
Principal Consultant	hour	\$120
Senior Professional Engineer (P.E.)	hour	\$99
Senior Professional Geologist (P.G.)	hour	\$99
icensed Asbestos Consultant (LAC)	hour	\$110
Certified Industrial Hygienist (CIH)	hour	\$95
Project Manager	hour	\$101
Certified Safety Professional (CSP)	hour	\$92
Certified Hazardous Materials Manager (CHMM)	hour	\$92
Project Engineer / Geologist / Scientist / Ecologist	hour	\$86
staff Engineer / Geologist / Scientist / Ecologist	hour	\$72
IS Specialist	hour	\$66
enior Technician	hour	\$62
ADD Operator / Administrative Assistant	hour	\$51
echnician	hour	\$52
Clerical	hour	\$40

VEHICLE RATES	UNIT	UNIT RATE
Support Vehicle (pick-up truck, van, etc.)	day	\$60
Jeep/trailer (4x4)	day	\$60

DRILLING RATES	UNIT	UNIT RATE
General	5	
Well Permits (up to 8 wells)	each	\$145.00
Permit Processing	hour	\$50.00
Well Pad (2' x 2' x 4" pad, 8 inch manhole)	each	\$180.00
Well Development	hour	\$84.00
Decontamination	hour	\$84.00
55-gallon Drum (DOT-approved)	each	\$49.00
Pad Removal and Patch	each	\$90.00
Nell Abandonment (2 inch diameter)	foot	\$7.00
Vell Abandonment (4 inch diameter)	foot	\$9.00
Private Utility Locate (GPR and/or EM)	day	\$1,800.00
Priviate Utility Locate (GPR and/or EM)	1/2 day	\$1,000.00

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Mobilization event \$250.00	
Direct Push Drilling (2-man crew) day \$1,500.00	
Shallow Monitoring Wells (up to 2 inch diameter to 15 ft.) each \$200.00	
Deeper Monitoring Wells (up to 2 inch diameter, 15 to 50 ft.) foot \$17.00	
Standard Drill Rig	
Mobilization event \$375.00	
Split Spoon Samples (5 ft. intervals up to 50 ft.) foot \$11.00	
Borehole Grouting (4 in. diameter) foot \$6.00	
Borehole Grouting (6 in. diameter) foot \$11.00	
Well Installation (2 in. diameter to 15 ft.) each \$400.00	
Well Installation (2 in. diameter to 15 to 50 ft.) foot \$28.00	
Double-cased Monitoring Wells Quote	

EQUIPMENT RATES	UNIT	UNIT RATE
IAQ Equipment	e	
Air Quality Meter - Q Trak or equiv.	day	\$100.00
Particle Counter (2 day min.)	day	\$120.00
Single Stage Microbial Sampler	day	\$50.00
Personal Sampling Pumps	day	\$25.00
Moisture Meter	day	\$25.00
XRF Lead Analyzer	day	\$350.00
Field Sampling and Testing E	quipment	
Soil Sampling Kit	day	\$50.00
OVA	day	\$105.00
LEL Monitor	day	\$100.00
Groundwater Sampling Kit	day	\$100.00
Multi-Meter (YSI)	day	\$100.00
Turbidimeter	day	\$35.00
Oil/Water Interface Probe	day	\$40.00
Water Level Meter	day	\$11.00
Peristaltic Pump	day	\$40.00
Teflon Tubing	per foot	\$3.00
Polypropylene Tubing	per foot	\$1.00
0.45 and 1.0 High Flow Filters	each	\$20.00
Jon Boat	day	\$80.00

Digital Camera	day	\$10.00
Surface Water Sampler	day	\$10.00
PPE (modified Level D)	day	\$10.00
PPE (Level C or D)	day	\$75.00
PPE (Level A, B)		Quote
Hand Auger	day	\$20.00
Survey Equipment (auto-level, transit, etc.)	day	\$50.00
GPS (sub-meter accuracy)	day	\$75.00
Concrete Saw	day	\$50.00
Coring Drill	day	\$90.00
Pump - Centrifugal	day	\$60.00
Pump - Submersible (4" well)	day	\$90.00
Pump - Submersible (2" well)	day	\$90.00
Pump - Bladder with Controller	day	\$100.00
6KW Generator (8 hour day, does not include fuel)	day	\$60.00
Backhoe (mobilization, operator & 20 gallons fuel)	day	\$400.00
Excavator (mobilization, operator & 20 gallons fuel)	day	\$555.00
Loader (mobilization, operator & 20 gallons fuel)	day	\$500.00
T&D of Non-RCRA Regulated Waste 55-Gallon Drums	each	\$125.00
T&D Non-RCRA Regulated Petroleum Soils (23 ton minimum)	,	Quote

TANK REMOVAL AND INSTALLATION	UNIT	UNIT RATE
UST/AST Removal		Quote
UST/AST Installation		Quote

LABORATORY RATES	UNIT	UNIT RATE	
A	sbestos	× ×	
PCM - Air Samples, 3 day	each	\$10.00	
PCM - Air Samples, 24 hour	each	\$12.00	
PLM - Bulk Samples, 5 day	each	\$12.00	
PLM - Bulk Samples, 48 hour	each	\$15.00	
PLM - Bulk Samples, 24 hour	each	\$20.00	
Point Count Analysis	each	\$30.00	
TEM - Air Samples, 5 day	each	\$70.00	
TEM - Air Samples, 24 hour	each	\$95.00	
TEM - Bulk Samples, 3 day	each	\$40.00	

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# EXHIBIT "B" FEE SCHEDULE Professional Environmental Services RFP #10-0944TC

140 Direct Even (Nep Vieble/Teel Sector) Evenidate	0	
IAQ - Direct Exam (Non-Viable/Toal Spores) Fungi/Molo		
Total Fungal Spore Count & ID - Air (Spore Trap)	each	\$45.00
Total Fungal Spore Count & ID - Air/WallChek (Spore Trap)	each	\$47.00
Surface Swab, Tape or Bulk Substrate Fungal Screen & ID	each	\$45.00
IAQ - Culturable (Viable) Fungi/Mold Samples -		
Fungi/Mold ID & Numeration - Air	each	\$50.00
Fungi/Mold ID & Numeration - Surface Swab, Bulk Substrate or Water	each	\$50.00
Fungi Speciation (top 3 species)	each	\$100.00
IAQ - Bacteria Samples - 10 day		
Bacteria ID & Total Count - Air	each	\$60.00
Bacteria ID & Total Count - Surface Swab or Bulk Substrate	each	\$65.00
Bacteria from Sewage/Fecal Contamination - Wipe	each	\$75.00
Bacteria - Legionella pneumophila - Water	each	\$100.00
Allergen Evaluation (cat, dog, cockroach, dust mite)	each	\$150.00
IAQ - Chemical Samples		e:
Volatile Organic Compound Scan - TO 15 or TO 17	each	\$300.00
Summa Canisters	each	\$50.00
Tedlar Bags	each	\$15.00
Total Volatile Organic Compounds - NIOSH Method	each	\$95.00
Aldehyde Scan	each	\$175.00
Formaldehyde - NIOSH Method	each	\$90.00
Insecticide Scan (Organochlorine or Organophosphate)	each	\$175.00
Diesel Particulate (Elemental Carbon) - NMAM 5040	each	\$65.00
Particulate/Nuisance Dust, Total or Respirable - NMAM 0500 or 0600	each	\$20.00
Silica Dust, Total or Respirable - NMAM 7500	each	\$92.00
Lead - Air Samples, 5 day	each	\$20.00
Lead - Air Samples, 24 hour	each	\$22.00
Lead - Bulk, Chip or Wipe, 5 day	each	\$20.00
Lead - Bulk, Chip or Wipe, 24 hour	each	\$33.00
Metals, Individual - Air	each	\$29.00
Hexavalent Chromium - OSHA ID-215	each	\$75.00
Metals Scan, RCRA 8	each	\$145.00

#### Soil and Groundwater Samples

BTEX / MTBE	ea	ach	\$63.00
BTEX / MTBE / Naphthalene	. ea	ach	\$83.00
VOAs	ea	ch	\$63.00
VOHs	ea	ich	\$80.00
VOAs / VOHs / Ketones	ea	ich	\$105.00
Volatile Organic Compounds - full list	ea	ich	\$175.00
1,4-Dioxane (water)	ea	ich	\$195.00
Encore Soil Samplers (25 gram)	ea	ich	\$15.00
EDB	ea	ich	\$46.00
PAHs	ea	ich	\$106.00
Organochlorine Pesticides	ea	ich	\$115.00
Organophosphorus Pesticides	ea	ich ·	\$145.00
Triazine Pesticides	ea	ich	\$145.00
PCBs	ea	ch	\$90.00
Chlorinated Herbicides	ea	ch	\$160.00
Semi-Volatile Organic Compounds	ea	ch	\$260.00
Endothall	ea	ch	\$190.00
FL-PRO	ea	ch	\$80.00
TRPH Working Group (speciation)	ea	ch	\$320.00
Carbamates	ea	ch	\$187.00
Diquat / Paraquat	ea	ch	\$225.00
Glyphosate	ea	ch	\$125.00
Explosives	ea	ch	\$200.00
Diuron / Linuron	ea	ch	\$175.00
Aluminum	ea	ch	\$18.00
Antimony	ea	ch	\$18.00
Arsenic	83	ch	\$18.00
Barium	ead	ch	\$18.00
Beryllium	ead	ch	\$18.00
Boron	ead	ch	\$18.00
Cadmium	ead	ch	\$18.00
Calcium	ead	ch	\$18.00
Chromium (total)	ead	ch	\$18.00
Hexavalent Chromium (water)	ead	ch	\$35.00
Hexavalent Chromium (soil)	eac	ch	\$50.00

Cobalt	each	\$18.00
Copper	each	\$18.00
Iron	each	\$18.00
Lead	each	\$18.00
Lithium	each	\$20.00
Magnesium	each	\$18.00
Manganese	each	\$18.00
Mercury	each	\$25.00
Molybdenum	each	\$18.00
Nickel	each	\$18.00
Phosphorus (total)	each	\$40.00
Potassium	each	\$18.00
Selenium	each	\$18.00
Silica	each	\$25.00
Silver	each	\$18.00
Sodium	each	\$18.00
Strontium	each	\$22.00
Thallium	each	\$18.00
Tin	each	\$18.00
Titanium	each	\$22.00
Vanadium	each	\$18.00
Zinc	each	\$18.00
Filtered Sample (0.45u)	each	\$18.00
RCRA 4 Metals	each	\$50.00
RCRA 8 Metals	each	\$120.00
Priority Pollutant Metals (13)	each	\$160.00
Priority Pollutant Metals (23)	each	\$275.00
TCLP - ZHE (volatile extraction)	each	\$65.00
TCLP - Standard Extraction	each	\$65.00
TCLP - full (includes extractions)	each	\$805.00
TCLP - Volatiles	each	\$130.00
TCLP - Semivolatiles (BNAs)	each	\$230.00
TCLP - Metals	each	\$130.00
TCLP - Pesticides	each	\$115.00
TCLP - Herbicides	each	\$115.00
SPLP - ZHE (volatile extraction)	each	\$70.00

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SPLP - Standard Extraction	each	\$70.00
Corrosivity	each	\$20.00
Ignitability / Flashpoint	each	\$85.00
Cyanide (total)	each	\$70.00
Sulfide (total)	each	\$75.00
EPA 18 (air)	each	\$125.00
Ammonia (water)	each	\$26.00
Bromide	each	\$26.00
Chloride	each	\$23.00
Color	each	\$25.00
Fluoride	each	\$23.00
Nitrate	each	\$23.00
Nitrite	each	\$23.00
Ortho-Phosphate	each	\$23.00
Sulfate	each	\$23.00
TDS	each	\$23.00
TSS	each	\$23.00
TKN (water)	each	\$42.00
NPDES Table 4 (includes low level Hg)	each	\$245.00
Appendix I, 40 CFR	each	\$300.00
Appendix II, 40 CFR	each	\$1,045.00
Appendix IX, 40 CFR	each	\$1,430.00
KAG (water)	each	\$330.00
KAG (soil)	each	\$220.00
Used Oil Group (soil)	each	\$595.00
Used Oil Group (water)	each	\$534.00
Pre-Burn Sample (virgin)	each	\$185.00
Pre-Burn Sample (non-virgin)	each	\$370.00
тох	each	\$75.00
TOC (water)	each	\$50.00
TOC (soil)	each	\$70.00
pH (water)	each	\$11.00
pH (soil)	each	\$18.00
Alkalinity	each	\$20.00
COD	each	\$35.00
BOD	each	\$50.00
	A.C.	

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Drinking Water - Table 1 (Inorganics)	each	\$450.00
Drinking Water - Table 2 (Disinfectants)	each	\$45.00
Drinking Water - Table 3 (Disinfectant Byproducts)	each	\$225.00
Drinking Water - Table 4 (VOCs)	each	\$82.00
Drinking Water - Table 5 (SOCs; excluding Dioxin)	each	\$670.00
Drinking Water - Table 6 (Secondary Standards)	each	\$245.00
Dioxin (2,3,7,8 - TCDD)	each	\$345.00
Radium 226 + 228	each	\$238.00
Gross Alpha and Gross Beta	each	\$75.00
Total Coliform	each	\$37.00
Fecal Coliform	each	\$37.00
Sample Shipment Fee (per package)	each	\$30.00

PHASE I ESA RATES	UNIT	UNIT RATE
ASTM Phase I ESA (<1 acre; non-industrial)	each	\$2,100.00
ASTM Phase I ESA (1 to 3 acres; non-industrial)	each	\$2,500.00
ASTM Phase I ESA (3+ acres or industrial)	Quote	
AUL & Lien Search	parcel	\$250.00
ASTM Transaction Screen (<1 acre or residential; non-industrial)	each	\$950.00

NATURAL RESOURCES		UNIT	UNIT RATE
Natural Resource Assessment (field review	for presence/abse	nce for wetlands, listed species	, and cultural resources*)

*includes query of Florida Master Site File         Sites <10 acres       each       \$1,600.00         Sites 11 - 50 acres       each       \$2,300,00         Sites 51 - 100 acres       each       \$2,600.00         Sites 101+ acres       Quote       Quote         Wetlands Assessment (presence/absence only; delineation not included)       sites 101 - 50 acres       each       \$1,000.00         Sites 11 - 50 acres       each       \$1,000.00       sites 11 - 50 acres       each       \$1,000.00         Sites 51 - 100 acres       each       \$1,000.00       sites 11 - 50 acres       each       \$1,000.00         Sites 51 - 100 acres       each       \$1,400.00       sites 51 - 100 acres       each       \$1,800.00         Sites 101 + acres       Quote       \$1,800.00       \$1,800.00       \$1,800.00       \$1,800.00	free to be a second of the sec	-1	,
Sites 11 - 50 acres         each         \$2,300,00           Sites 51 - 100 acres         each         \$2,600,00           Sites 101+ acres         Quote           Wetlands Assessment (presence/absence only; delineation not included)         V           Sites <10 acres	*includes query of Florida Master Site File		
Sites 51 - 100 acres       each       \$2,600.00         Sites 101+ acres       Quote         Wetlands Assessment (presence/absence only; delineation not included)          Sites <10 acres	Sites <10 acres	each	\$1,600.00
Sites 101+ acres     Quote       Wetlands Assessment (presence/absence only; delineation not included)        Sites <10 acres	Sites 11 - 50 acres	each	\$2,300.00
Wetlands Assessment (presence/absence only; delineation not included)       sites <10 acres	Sites 51 - 100 acres	each	\$2,600.00
Sites <10 acres       each       \$1,000.00         Sites 11 - 50 acres       each       \$1,400.00         Sites 51 - 100 acres       each       \$1,800.00	Sites 101+ acres		Quote
Sites 11 - 50 acres       each       \$1,400.00         Sites 51 - 100 acres       each       \$1,800.00	Wetlands Assessment (presence/absence only; delineation not included)		
Sites 51 - 100 acres each \$1,800.00 -	Sites <10 acres	each	\$1,000.00
	Sites 11 - 50 acres	each	\$1,400.00
Sites 101+ acres Quote	Sites 51 - 100 acres	each	\$1,800.00 -
	Sites 101+ acres		Quote

Listed Species Assessment (wildlife survey) Sites <10 acres each \$1,100.00 Sites 11 - 50 acres each \$1,500.00 Sites 51 - 100 acres each \$1,900.00 Sites 101+ acres Quote Wetland Delineation / Jurisdictional Determination (inc. boundary survey) Quote Specific Wildlife Species Survey Quote

EMERGENCY RESPONSE	UNIT	UNIT RATE
see attached rate schedule from SWS-Eagle	time a	nd materials

ITEMS NOT LIS	TED		UNIT	UNIT RATE
Subcontractors	×*		C	cost + 10%
Rental Equipment		· · ·	c	cost + 10%

Attachment: Bids 10-22-13 (4255 : Bids)

<b>PURCHASING AGENDA ITEM</b> 10.1         School Board of Pinellas County, Florida				
School Board Meeting of: October 22, 2013				
<i>Bid No:</i> 14-968-063-RN <i>Bid Title:</i> Variable Frequency Drive Repair				
<b>Original Bid No:</b> 13-968-052				
Recommend approval of this agenda item under the specific category checked below.				
Agenda Item Categories:				
<ul> <li>Lowest Responsive Bid</li> <li>Request for Proposal</li> <li>Reject Bids</li> <li>Piggy-Back Bid per 6A-1.012 (6)</li> <li>Sale of Proper Revised Award *</li> <li>Highest Point Score</li> <li>Re-Award (partial/whole) *</li> <li>State Contract per 6A-1.012 (5)</li> <li>Renewal of Contract</li> <li>Contract/Bid Termination *</li> <li>Contract Extension * Term:</li> <li>Co-Op Bid</li> <li>Professional Services per FS 287.055</li> <li>Direct Negotiation per 6A-1.012 (14)</li> <li>Emergency Ratification *</li> </ul>				
<i>Contract Period:</i> 10/29/13 thru 10/28/14 N/A - One Time Purchase				
<i>Contract Value:</i> \$ 150,000.00				
Contract Type: Estimated Dollar Amount Firm, Fixed Dollar Amount Dollar				
Renewal Options:No. of TermsLength ofLength ofNoneRemainingEach TermEach TermEach Term16-months1 - year				
* Rationale/Reason				
<b>Reason for Submittal to Board Under Separate Cover:</b>				
Bidders Solicited: Bids Received: Late Bids: Rejected Bids: N/A - Bids Not Required				
Submitted By: Linda M. Balcombe, CPPO, CPPB For: County Wide				
<i>Title:</i> Director, Purchasing Department				
Requested By:     Michael Hewett     Buyer:     Christine Roney				
<i>Title:</i> Director, Maintenance Department				

**Recommended award by vendor as follows:** (see attached)

Provide labor, materials and equipment to repair Variable Frequency Drives, on an as needed basis, county wide, per specifications. This contract establishes both fixed hourly labor rates and firm percentage discounts for all materials and parts for the contract period as specified herein.

	DRIVETECH, INC.	RJH TECHNICAL SERVICES, INC.
	(V-10877)	(V-22528)
Labor Rates:		
Hourly Labor Rate, Straight Time	\$ 95.00	\$70.00
Hourly Labor Rate, Overtime	\$110.00	\$70.00
Discount off of retail price for parts:		
• Graham	0%	15%
Toshiba	0%	20%
• ABB	10%	15%
• Yaskawa	10%	15%

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	<b>PURCHASING AGENDA ITEM</b> School Board of Pinellas County, Florida	10.27.
Sc	chool Board Meeting of: October 22, 2013	
<b>Bid No:</b> 14-90	68-064-RN <i>Bid Title:</i> Concrete Walkways,	Installed
Original Bid No:	12-968-079	
Recommend approv	val of this agenda item under the specific category checked below.	
<u>Agenda Item Categ</u>	gories:	
<ul> <li>□ Lowest Responsive 1</li> <li>□ Revised Award *</li> <li>⊠ Renewal of Contract</li> <li>□ Professional Service</li> </ul>	Highest Point Score Re-Award (partial/whole) * State Contract per t Contract/Bid Termination * Contract Extension * Term:	r 6A-1.012 (5) ] Co-Op Bid
Contract Period:	11/9/13 thru 11/8/14 N/A - One Time Pur	chase
Contract Value:	\$ 150,000.00	
Contract Type:	Estimated Firm, Fixed Firm, Fixed Dollar Amount Dollar Amount Unit Prices	Firm, Fixed Fees or Discounts
Renewal Options:		None
* Rationale/Reason	Remaining     Each Term     Each Term       6-months     - year	
<b>Reason for Sub</b>	bmittal to Board Under Separate Cover:	
Bidders Solicited:	Bids Received: Late Bids: Rejected Bids: N/A - Bids Not	t Required
Submitted By:	Linda M. Balcombe, CPPO, CPPB For: County Wide	;
Title:	Director, Purchasing Department	
Requested By:	Michael Hewett Buyer: Christine Rom	ney
Title:	Director, Maintenance Department	

**Recommended award by vendor as follows:** (see attached)

# **UNITED TILE CONTRACTORS OF FLORIDA, INC. (V-8063)**

The bid selected a qualified **"Flat Work Concrete Specialty Contractor"** to provide all labor, materials, equipment and supervision necessary to perform the installation of concrete sidewalks, slabs, footers, driveways, driveway aprons, combination curb and gutters as well as other such types of "flat work" concrete installations at various facilities county wide, per specifications.

DESCRIPTION	UNIT PRICE
Concrete Sidewalk (matching existing grade) - 4" X 5' wide w/ synthetic fiber reinforcement, installed	\$3.50/sq. ft.
Concrete Sidewalk (placed directly on ground) - 4" X 5' wide w/ synthetic fiber reinforcement, installed	\$3.25/sq. ft.
Concrete Slab - w/ 6"X6" wire mesh reinforcement – 4" X 10' X 25' without footer, installed	\$3.25/sq. ft.
Concrete Slab (monolithic) - 4" X 10' X 25' - w/ 6"X6" wire mesh reinforcement, to include a continuous 18" X 18" footer, w/ (2) #5 rebar, installed	\$3.35/sq. ft.
Concrete Driveway Apron – 8" x 20' X 25' - w/ 6"X6" wire mesh reinforcement, to include (1) 20' X 18" X 18" "bell" footer, w/ (3) #5 rebar, installed	\$3.75/sq. ft.
Reinforced Concrete Curb (cast in place) - 6" X 24" X 100 LF w/ (2) # 5 rebar, installed	\$15.00/sq. ft.
Sod Removal & Grading - For installation of sidewalks, slabs & driveways (includes mobilization & debris removal from site)	\$0.08/sq. ft.
Demolition of Existing 4" X 5' Concrete Sidewalk (includes mobilization, grading & debris removal from site)	\$1.00/sq. ft.

#### LABOR PRICING:

Labor only for the occasional times the District will provide the parts and materials for the project. All fees, charges and expenses of any kind, including travel portal to portal shall be factored into labor prices.

Labor Rates Only – District Provides Parts and Materials

Straight Time (M-F 7:00 am to 4:00 pm)	Unit Prices
<ul> <li>Journeyman, or Supervisor per hour</li> </ul>	\$20.00
• Helper, per hour	\$12.00
Nights and Weekends – After normal hours.	
• Journeyman, or Supervisor per hour	\$30.00
• Helper, per hour	\$18.00
Emergencies Nights and Weekends – After normal hours.	
(Emergency repair calls during normal working hours are billed at normal rates)	<b>**</b> *
• Journeyman, or Supervisor per hour	\$30.00
• Helper, per hour	\$18.00
Discounted Rate in Percentage: Provide our discounted rates for any parts or materials	
should the District purchase the supplies from your company/	% 15

<b>PURCHASING AGENDA ITEM</b> School Board of Pinellas County, Florida		
School Board Meeting of: October 22, 2013	_	
Bid No:     14-330-041-RN     Bid Title:     Fencing Materials		
<i>Original Bid No:</i> 12-330-025		
Recommend approval of this agenda item under the specific category checked below.		
Agenda Item Categories:		
Lowest Responsive Bid □ Request for Proposal □ Reject Bids □ Piggy-Back Bid per 6A-1.012 (6) □ Sale of Propert Revised Award * □ Highest Point Score □ Re-Award (partial/whole) * □ State Contract per 6A-1.012 (5) Renewal of Contract □ Contract/Bid Termination * □ Contract Extension * Term: □ □ Co-Op Bid Professional Services per FS 287.055 □ Direct Negotiation per 6A-1.012 (14) □ Emergency Ratification *	у	
<i>Contract Period:</i> 11/15/13 thru 11/14/14 N/A - One Time Purchase		
<i>Contract Value:</i> \$ 55,000.00		
Contract Type: Estimated Firm, Fixed Dollar Amount Dollar Amount Dollar Amount Dollar Amount Dollar Amount Sees or Discounts		
Renewal Options:No. of TermsLength ofLength ofNoneRemainingEach TermEach TermEach Term		
* Rationale/Reason		
Reason for Submittal to Board Under Separate Cover:		
Bidders Solicited: Bids Received: Late Bids: Rejected Bids: N/A - Bids Not Required		
Submitted By: Linda M. Balcombe, CPPO, CPPB For: Maintenance Department	_	
<i>Title:</i> Director, Purchasing Department		
Requested By:   Michael Hewett   Buyer:   Nick Sparta	_	
<i>Title:</i> Director, Maintenance Department		

**Recommended award by vendor as follows:** (see attached)

# SMITH FENCE CO. (V-2054)

Provide and deliver Fencing Materials to the district's Maintenance Department, county wide, on an as needed basis, at firm net pricing for the contract period.

Terms Item Number	DESCRIPTION	UOM	UNIT PRICE
33022576	Chain Link Fence 4'h X 50' Roll - #9 Gauge, 2" Mesh, Hot Dip Galvanized After Weaving, Knuckle-to-Knuckle, no Barbs		\$104.08
33022577	Chain Link Fence 6'h X 50' Roll- #9 Gauge, 2" Mesh, Hot Dip Galvanized After Weaving, Knuckle-to-Knuckle, no Barbs		156.12
33022578	Chain Link Fence 8'h X 50' Roll- #9 Gauge, 2" Mesh, Hot Dip Galvanized After Weaving, Knuckle-to-Knuckle, no Barbs	Roll	204.08
33022579	Chain Link Fence 10'h X 50' Roll- #9 Gauge, 2" Mesh, Hot Dip Galvanized After Weaving, Knuckle-to-Knuckle, no Barbs	Roll	250.00
33057710	PVC Vinyl Coated Chain Link Fabric 4'X 25' Roll #9 gauge core (6 gauge finish) wire, 2" mesh, Knuckle-to-Knuckle, no Barbs	Roll	77.55
33057711	PVC Vinyl Coated Chain Link Fabric 6'X 25' Roll #9 gauge core (6 gauge finish) wire, 2" mesh, Knuckle-to-Knuckle, no Barbs	Roll	108.67
33057712	PVC Vinyl Coated Chain Link Fabric 8'X 25' Roll #9 gauge core (6 gauge finish) wire, 2" mesh, Knuckle-to-Knuckle, no Barbs	Roll	146.94
33022580	Fence Post 2"O.D. X 6', Sch 40 Steel Tubing, Hot Dip Galvanized	Each	13.27
33022581	Fence Post 2-1/2"O.D. X 12', Sch 40 Steel Tubing, Hot Dip Galvanized	Each	34.69
33022582	Fence Post 2"O.D. X 8', Sch 40 Steel Tubing, Hot Dip Galvanized	Each	17.09
33022585	Top Rail 1-5/8"O.D. X 21', Sch 40 Steel Tubing, Hot Dip Galvanized (42 lengths/bundle)	Each	37.53
33022586	Fence Post 3"O.D. X 7', Sch 40 Steel Tubing, Hot Dip Galvanized	Each	31.94
33022587	Fence Post 3"O.D. X 9', Sch 40 Steel Tubing, Hot Dip Galvanized	Each	41.33
33022588	Fence Post (Corner) 3"O.D. X 13', Sch 40 Steel Tubing, Hot Dip Galvanized		59.22
33022589	Fence Fork Latches w/Collar Gate 3" X 2" Hot Dip Galvanized	Each	3.06
33057719	Cantilever Sliding Gate Roller, Malleable Iron/Galvanized – 3" X 2-1/2"	Each	45.92
33022590	Fence Gate Hinge, Industrial Arm, Hot Dip Galvanized, 180° - 3" X 2"	Each	8.42
33057714	Fence Gate Hinge, Industrial Arm, Hot Dip Galvanized, 180° - 4" X 2"	Each	9.69
33057715	Fence Gate Hinge, Industrial Butt, Malleable Iron/Galvanized, 90° - 3" X 1-5/8" to 2"	Each	10.18
33057716	Fence Gate Hinge, Industrial Off Set, Malleable Iron/Galvanized Each 3" X 1-5/8" to 2"		10.00
33057720	Fence Gate Hinge, Industrial Butt, Malleable Iron/Galvanized, 90° - 4" x 2"		12.09
33022592	Fence Strap 3" Center, Brace Band Galvanized		0.53
33022593	Fence Strap 3" Offset, Tension Band Galvanized		0.46
33022594	Fence Strap 2" Center, Brace Band, Hot Dip Galvanized		0.36
33022595	Fence Strap 2-1/2" Offset Tension Band, Hot Dip Galvanized		0.35
33022596	Fence Sleeves 1-5/8" Hot Dip Galvanized		1.14
33022597	Fence Top Loop Cap, 2" Aluminum	Each Each	1.17
33057721	Fence Dome Top Cap, 2" Aluminum		0.57
33022598	Fence Dome Top Cap 3" Aluminum		1.24
33057717	Fence Dome Top Cap, 4" Aluminum		2.16
33057718	Fence Post End Plug, 2" O.D. Pipe Aluminum		1.51
33022599	Fence Top Rail End Cap 1-5/8" Aluminum         Each		1.02
33022600	Fence Strap 1-5/8" Offset Galvanized, Tension Band	Each	0.28
33022601	Fence Tension Bar 4' Hot Dip Galvanized	Each	1.47
33022602	Fence Tension Bar 6' Hot Dip Galvanized	Each	2.19
33022603	Fence Tension Bar 10' Hot Dip Galvanized	Each	4.42
33022604	Fence Strap, 2 1/2" Center, Brace Band, Hot Dip Galvanized	Each	0.41
33022605	Fence Strap 2" Offset Galvanized, Tension BandEach0.31		
33022606	Fence Top Rail Loop Cap 2 1/2" Hot Dip Galvanized	Each	1.73
33057709	Tie Wire 8-1/4" #9 Gauge Aluminum, 100/Bag	Bag	7.14
33057713	Tie Wire 8-1/4" #9 Gauge PVC Vinyl coated, 100/Bag	Bag	\$10.20

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	<b>PURCHASING AGEN</b> School Board of Pinellas Count		EM 10.27.a
Sc	hool Board Meeting of: Octo	ober 22	, 2013
Bid No: 14-20 Original Bid No:	05-067-SC <i>Bid Title:</i> I	Г Hardw	are Contract
· · · · · ·		tagomy aha	akad balaw
	val of this agenda item under the specific ca	legory che	ckeu below.
<u>Agenda Item Categ</u>	<u>vories</u> :		
Lowest Responsive     Revised Award *     Renewal of Contract     Professional Service	Highest Point Score Re-Award (partial/with Contract/Bid Termination * Contract F	hole) * $\boxtimes$ Extension * T	
Contract Period:	10/22/13 thru 09/07/14	N/A -	One Time Purchase
Contract Value:	\$ 300,000.00		
Contract Type:	Estimated Firm, Fixed Dollar Amount Dollar Amount		, Fixed Firm, Fixed Prices Fees or Discounts
Renewal Options.	Remaining Each Terr	n E	Length of None Each Term
* Rationale/Reason	6-months	I	- year
	rida Contract# 250-000-09-1.		
<b>Keason for Sub</b>	omittal to Board Under Separate Cover:		
Bidders Solicited:	Bids Received: Late Bids: Rejecte	d Bids:	🔀 N/A - Bids Not Required
Submitted By:	Linda M. Balcombe, CPPO, CPPB	For:	Networking and Telecommunications Department
Title:	Director, Purchasing Department	_	
Requested By:	Dave Galvin	Buyer:	Mark Shuman, CPPO, CPPB
Title:	Director, Networking and Telecommunications		

**Recommended award by vendor as follows:** (see attached)

## ANIXTER, INC CDW GOVERNMENT LLC GRAYBAR ELECTRIC CO., INC. GOVCONNECTION, INC. INSIGHT PUBLIC SECTOR

Utilizing State of Florida Contract #250-000-09-1 to purchase APC Uninterruptible Power Supplies (UPS) to install in all MDF (Main Distribution Facility) and IDF (Intermediate Distribution Facilities) throughout the district. Using UPS power supplies maintains stability of the network for both voice and data communications and greatly extends the life of the equipment. Must solicit quotes for each purchase per State Contract.

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#### PURCHASING AGENDA ITEM for SOLE SOURCE COMMODITY and/or SERVICE School Board of Pinellas County, Florida School Board Meeting of: October 22, 2013 **Bid File Title: Bid File No:** 14-205-065-SS Sole Source Testing Software **Contract Period:** $\times$ N/A - One Time Purchase thru **Contract Value:** \$ 61,875.00 🔀 Firm, Fixed Firm, Fixed Contract Type: Estimated Firm, Fixed Dollar Amount Dollar Amount Unit Prices Fees or Discounts \* Rationale/Reason The vendor holds the copyrights and the distribution rights to this software Submitted By: Linda M. Balcombe, CPPO, CPPB For: **County Wide High Schools** Director, Purchasing Department Title: Patricia Clay **Requested By: Buyer: Clair Stapleton** Specialist, Business Education and CTAE Title: Department **Recommended award by vendor as follows: CERTIPORT INC. (V-26072)** QTY DESCRIPITON TOTAL UNIT PRICE 11 ea. MOS 2007/2010 License – 500 Exams – US K-12 \$3.175.00 \$34,925.00 License for one year from date of purchase ٠ Good for All Applications of Microsoft Office Suite (Word, Excel, . Powerpoint, Outlook and Access Capped 500 MOS Exams Per Site License Training materials for Certiport Administration Comprehensive Customer Support Electronic Fulfillment of Certificates (Local Printer) \$34,925.00 **Total:** Note: This license is for the following schools: Boca Ciega High School Lakewood High School • • Clearwater High School Northeast High School Countryside High School Osceola High School • Dixie Hollins High School

- East Lake High School
- Seminole High School
- **Tarpon Spring High School**
- Gibbs High School

(14-065tab.doc)

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Attachment: Bids 10-22-13 (4255 : Bids)

<u>QTY</u>	DESCRIPITON	<u>UNIT</u> PRICE	<b>TOTAL</b>
<ul> <li>14 ea. <u>GMetrix MOS Full Suite Site License</u></li> <li>License for one year from date of purchase</li> <li>Good for All Applications of Microsoft Office Suite (Word, Excel, Powerpoint, Outlook and Access</li> <li>Unlimited Practice Exams for unlimited students</li> <li>Expert Level Practice exams available</li> <li>Comprehensive Customer Support</li> </ul>		\$1,925.00	\$26,950.00
<i>Note</i> : This lice	nse is for the following schools:	Total:	\$26,950.00
<ul><li>Boca</li><li>Cleary</li></ul>	Ciega High SchoolLakewood High Schoolwater High SchoolNortheast High Schoolryside High SchoolOsceola High School		

- Dixie Hollins High School •
- Dunedin High School •
- East Lake High School ٠
- Gibbs High School •
- Palm Harbor University High School •
- Pinellas Park High School •
- Seminole High School
- Tarpon Spring High School •

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#### 10/22/13 05:30 PM Regular School Board Meeting 301 Fourth Street SW

Largo, FL 33770

Pinellas County Schools

SCHEDULED



#### **REQUEST FOR APPROVAL (ID # 4291)**

October 22, 2013

- TO: MEMBERS OF THE SCHOOL BOARD OF PINELLAS COUNTY
- FROM: MICHAEL A. GREGO, Ed.D., SUPERINTENDENT
- SUBJECT: Request Approval of the Administrative and Professional/Technical/Supervisory Salary Models

#### BACKGROUND:

On September 24, 2013, the Board approved an average 5 percent increase for all administrators and professional/technical/supervisory (PTS) employees for the 2013/2014 school year, retroactive to July 1, 2013.

The board has directed the superintendent's staff to examine the existing administrative and PTS salary structures to address the inequities in the model that have plagued the district for decades. The new administrative and PTS salary models provide the structure to make the salaries of these employees more competitive and equitable. This year, 60 percent of any salary increase will be distributed to each employee on the administrative or PTS salary schedule. The current midpoints will be renamed "starting salary" and will be moved up by this amount. The remaining 40 percent of the salary increase will be applied to the bottom of the salary range, raising the minimum salary for each pay grade. The new minimum salaries for 2013-2014 are attached. This will continue each year until the minimum salary reaches the "starting salary". Beginning with the 2014/2015 school year, a 1 percent step will be added for all employees on the administrative or PTS salary schedule who have at least one year of service in that pay grade. An additional 1 percent step will be added each year for five years.

STRATEGIC DIRECTION/GOAL: Effective & Efficient Use of Resources

#### ALTERNATIVES:

1. Approve the Administrative and Professional/Technical/Supervisory Salary Models

2. Reject the Administrative and Professional/Technical/Supervisory Salary Models

#### **RECOMMENDATION:**

Alternative #1 is recommended.

#### RATIONALE:

This proposal provides for a much improved salary structure which will be implemented using existing salary increases each year. Highlights for the new administrative/PTS salary models are:

- Reduce the range in each pay grade from 48 percent to 5 percent.
- Raise the starting salary in each pay grade to the previous midpoint.

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- Eliminate the overlap of salaries from one pay grade to another (the highest salary in any pay grade is below the starting salary in the next pay grade).
- Provide for five steps in each pay grade based on years in that pay grade.

#### IMPACT STATEMENT:

Professional/Technical/Supervisory Cost - Approximately \$605,918 for salary increase Administrators Cost - Approximately \$1,487,782 for salary increase

#### DATA SOURCE:

Dr. William Corbett, Deputy Superintendent Kevin Smith, CPA, Associate Superintendent, Finance and Business Services Ron Ciranna, J.D., Assistant Superintendent, Human Resources Services Dave Richmond, Manager Officer, Payroll Operations Pamela Kasardo, Senior Compensation Analyst

#### SUBMITTED BY: Ron Ciranna, J.D., Assistant Superintendent, Human Resources Services

#### ATTACHMENTS:

- 2013-14 Administrative Proposed C Exempt Salary Schedule 10-7-13
   (PDF)
- 2013-14 PTS Proposed E Exempt Salary Schedule 10-7-13 (PDF)

#### PINELLAS COUNTY SCHOOL BOARD PROPOSED MINIMUM SALARY ADMINISTRATIVE

# EXEMPT SALARY SCHEDULE "C" 2013/2014

Pay Grade	Minimum Salary
7	\$64,777.29
8	\$69,959.48
9	\$75,556.25
10	\$81,600.77
11	\$88,128.80
12	\$95,179.04
13	\$102,793.37
14	\$111,016.81

#### Annual Rates based on 247 days, 7.5 hours

# EXEMPT SALARY SCHEDULE "E" 2013/2014

Minimum
Salary
\$40,820.58
\$44,086.17
\$47,613.14
\$51,422.25
\$55,536.10
\$59,978.95
\$64,777.29
\$69,959.48

#### Annual Rates based on 247 days, 7.5 hours

11.1.b

#### 10/22/13 05:30 PM Regular School Board Meeting 301 Fourth Street SW

Largo, FL 33770

# Pinellas County Schools

#### SCHEDULED



#### **REQUEST FOR APPROVAL (ID # 4289)**

#### October 22, 2013

TO: MEMBERS OF THE SCHOOL BOARD OF PINELLAS COUNTY

FROM: MICHAEL A. GREGO, Ed. D., SUPERINTENDENT

SUBJECT: Request Approval to Achieve District Accreditation

#### **BACKGROUND:**

District Policy 2414 – ACCREDITATION states "The goal for all District schools is full accreditation under applicable State standards." Accreditation is a voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools designed primarily to distinguish schools adhering to a set of educational standards. Accredited schools confirm the quality of graduates for university acceptance and academics and operations for grant opportunities. Currently, all high schools and one middle school are accredited in the District. In order to maintain accreditation, these schools must repeat the accreditation process every five years. The accrediting organization is AdvancED and represents the unified policies and procedures for accreditation from Southern Association of Colleges and Schools (SACS) and Schools Council on Accreditation and School Improvement (CASI).

While school accreditation has been the past practice, most districts (over 40) and especially large school districts in Florida have moved to district accreditation. Florida large school districts that have this status and the number of schools include: Brevard (87), Broward (229), Duval (158), Hillsborough (230), Lee (85), Palm Beach (173), Pasco (79), Volusia (69), and Miami-Date (340). The district accreditation process recognizes that increasing student achievement involves more than improving instruction and operations in a school. It is a result of how well all the parts of the education system – the District, school, and classroom – work together to meet the needs of students. Based on a set of rigorous protocols and research-based processes for evaluating an institution's organizational effectiveness, district accreditation examines the programs, the cultural context, the community of stakeholders to determine how well the parts of the entire district work together to meet the needs of students.

STRATEGIC DIRECTION/GOAL: Student Achievement, Learning in a Safe Environment, Effective and Efficient Use of Resources

#### ALTERNATIVES:

- 1. Approve the commitment to achieve District accreditation.
- 2. Do not approve the commitment to achieve District accreditation.

#### RECOMMENDATION:

Alternative No.1 is recommended.

#### RATIONALE:

In order to certify graduates for university acceptance, all of the District high schools maintain

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certification through AdvancED. The District has five high schools that must go through the certification process next year. Obtaining the status of District accreditation would accredit every school in the District including the high schools that would otherwise have to go through the process separately. Additionally, District accreditation utilizes a standards-based approach to quality and improvement that supports alignment of strategic, department, and school improvement plans; produces an objective assessment with strengths and recommendations for improvement; and provides accreditation services and continuous improvement assistance to all District schools.

#### **IMPACT STATEMENT:**

The District accreditation process has estimated costs to support the additional accreditation of all District schools. The current average annual cost is \$2,187 per school for 22 schools. The future average annual cost will be \$575 per school for 120 schools with District accreditation.

#### DATA SOURCE:

Pat Wentz, Ph.D., Director, AdvancED Florida Office SACS CASI Judith Vigue, Director, Advanced Studies Mary Beth Corace, Ph.D., Director, Strategic Planning and Policy David Koperski, School Board Attorney - reviewed as to form and legality

<u>SUBMITTED BY:</u> Pamela Moore, Associate Superintendent, Teaching and Learning

#### 10/22/13 05:30 PM Regular School Board Meeting 301 Fourth Street SW

Largo, FL 33770

# Pinellas County Schools

#### SCHEDULED



#### **REQUEST FOR APPROVAL (ID # 4286)**

October 22, 2013

- TO: MEMBERS OF THE SCHOOL BOARD OF PINELLAS COUNTY
- FROM: MICHAEL A. GREGO, Ed. D., SUPERINTENDENT
- SUBJECT: Setting a Public Hearing and Authorizing the Advertisement of the Public Hearing to Consider the Amendment to the Following Policies: Policy 1215 – TOBACCO AND NICOTINE USE, Policy 3215 – TOBACCO AND NICOTINE USE, Policy 4215 – TOBACCO AND NICOTINE USE, Policy 5500.08 – CODE OF STUDENT CONDUCT – MISCONDUCT THAT REQUIRES SPECIFIC CONSEQUENCES, Policy 5501.06 – CODE OF STUDENT CONDUCT FOR POSTSECONDARY CAREER, TECHNICAL, AND ADULT EDUCATION – TOBACCO AND NICOTINE, Policy 7434 – TOBACCO AND NICOTINE USE (This is the first reading.)

#### **BACKGROUND:**

Pursuant to Chapter 120, Florida Statutes, an amendment to policy (rule) is being proposed regarding Policy 1215 – TOBACCO AND NICOTINE USE, Policy 3215 – TOBACCO AND NICOTINE USE, Policy 5500.08 – CODE OF STUDENT CONDUCT – MISCONDUCT THAT REQUIRES SPECIFIC CONSEQUENCES, Policy 5501.06 – CODE OF STUDENT CONDUCT FOR POSTSECONDARY CAREER, TECHNICAL, AND ADULT EDUCATION – TOBACCO AND NICOTINE, Policy 7434 – TOBACCO AND NICOTINE USE. This is the first reading of the proposed amendments to policy.

The use or promotion of tobacco products on school grounds and at off-campus schoolsponsored events is detrimental to the health and safety of students, staff, and visitors. Under federal law, smoking is prohibited in any kindergarten, elementary or secondary school. Furthermore, Florida statute prohibits smoking, chewing, or otherwise ingesting tobacco or tobacco products in public K-12 schools, including all school facilities, whether owned, rented or leased, and in all vehicles that a school district owns, leases, rents, contracts for or controls. Current and future tobacco products may contain tobacco or nicotine or be an imitation of tobacco products. For example, E-cigarettes are battery-powered devices formed of a cartridge that contains a nicotine solution and an atomizer which heats the solution until it forms a steam. Users inhale the steam like smoke, and get a rush of nicotine similar to smoking a cigarette. The E-cigarettes look like cigarettes with some manufacturers putting a red LED light at the end of them to simulate burning. By expanding the policy to include the e-cigs and other "look-alike" nicotine delivery devices, the definition of what fits under the definition of tobacco and nicotine expands the protection of students, staff, and visitors from the negative health effects of the use of tobacco and nicotine products and the exposure to second hand smoke.

Included as part of this agenda item are the proposed policy amendments which include portions of the policy that are being amended. Words struck through are deletions; words underlined are additions.

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#### STRATEGIC DIRECTION/GOAL: Learning in a Safe Environment

#### ALTERNATIVES:

- 1. Approve the setting of a public hearing and authorize the advertisement of the public hearing to consider the proposed amendment to policy.
- 2. Modify the amendment, approve the setting of a public hearing, and authorize advertisement of the public hearing to consider the modified amendment to policy.
- 3. Do not approve the setting of a public hearing and authorization to advertise the public hearing to consider the proposed amendment to policy.

#### **RECOMMENDATION:**

Alternative 1 is recommended.

#### **RATIONALE:**

This amendment to policy expands the definition of tobacco and nicotine products to "look-alike" products manufactured currently or in the future in order to maintain a tobacco and nicotine free environment for our students, staff, and community.

#### **IMPACT STATEMENT:**

Impact as to the District: If Alternative 1 is adopted, no economic impact is expected. Impact to the Public: If Alternative 1 is adopted, the School Board determines that a formal economic impact statement is not required pursuant to Section 120.54(2)(b) Florida Statutes.

#### DATA SOURCES:

David Koperski, School Board Attorney - reviewed as to form and legality Mary Beth Corace, Ph.D., Director, Strategic Planning and Policy Sara O'Toole, Managing Officer, School Health Services

#### SUBMITTED BY:

Lori Matway, Associate Superintendent, Student and Community Support

#### ATTACHMENTS:

• Policies 1215, 4215, 5500.08, 5501.06, 7434 (PDF)

(čtst volicies 1215, 4215, 5500.08, 5501.06, 7434 (4286: Policy 1215)

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# Packet Pg. 324

1215 - TOBACCO AND NICOTINE USE

The School Board is committed to providing students, staff, and visitors with a tobacco and nicotine free environment. The negative health effects of the use of tobacco and nicotine products for both users and nonusers, particularly in connection with second hand smoke, are well established. Further, providing a tobacco and nicotine free environment is consistent with the role-modeling responsibilities of teachers and staff for our students.

For purposes of this policy, "use of tobacco and nicotine products" shall mean all uses of tobacco, including cigars, cigarettes, pipe tobacco, chewing tobacco, snuff, or any other substance or product that contains tobacco or nicotine, as well as any uses of electronic cigarette/cigar or any other product designed or manufactured to imitate any of the products mentioned herein regardless of whether it contains tobacco or nicotine. "Use of tobacco and nicotine products" Such use shall not include use of smoking cessation products such as nicotine patches or nicotine gum for their intended purposes.

No person may use tobacco or nicotine products in any Board facility, including the outside grounds, or in any Board owned or operated vehicle.

F.S. 386.202, 386.204, 386.212 20 U.S.C. 6081 et seq., 20 U.S.C. 7182

Approved as to form and legality

School Board Attorney
(dt2f v2icies 1215, 4215, 5500.08, 5501.06, 7434 (4286 : Policy 1215) Attachment: Policies 1215, 4215, 5500.08

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Packet Pg. 325

### 4215 - TOBACCO AND NICOTINE USE

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No person may use tobacco or nicotine products in any Board facility, including the outside grounds, or in any Board owned or operated vehicle.

F.S. 386.202, 386.204, 386.212 20 U.S.C. 6081 et seq., 20 U.S.C. 7182

Approved as to form and legality

School Board Attorney

Packet Pg. 326

# 5500.08 - CODE OF STUDENT CONDUCT - MISCONDUCT THAT REQUIRES SPECIFIC CONSEQUENCES

#### In General

There are some things that result in a specific consequence if a student is found to have done them. These include acts involving:

- A. use of tobacco products;
- B. illegal drugs, alcoholic beverages, and harmful substances;
- C. bombs and bomb threats;
- D. chemical and biological attacks or threats;
- E. guns, weapons, and dangerous objects;
- F. violent acts resulting in serious injury;
- G. felony charges and convictions.

An administrator shall report an incident of student misconduct to law enforcement (School Resource Officer, Pinellas County Schools Police, or outside law enforcement) if the administrator reasonably believes that the conduct poses a threat to the safety of students, staff, volunteers, or other persons, or a threat of harm to School Board property.

Certain acts are considered a serious threat to schools safety and must be reported to law enforcement. These acts include, but are not limited to, the following:

- A. possession or use of a bomb and making of a bomb threat;
- B. chemical and biological attacks or threats;
- C. possession or use of a gun, weapon, or firearm.

Petty acts of misconduct need not be reported to law enforcement. Petty acts of misconduct are those that an administrator reasonably believes do not pose a threat to the safety of students, staff, volunteers, or other persons, or a threat of harm to Board property.

#### **Tobacco and Nicotine**

Use of tobacco and nicotine products on school grounds is a violation of the Code of Student Conduct.

A. <u>Illegal Use of Tobacco</u>

Smoking by minors within 1,000 feet of a school is illegal. Also, if a student is caught smoking inside a school building s/he will receive a written citation from the School Resource Officer. The first time a student receives a citation the court may fine the student up to \$100. For any additional citations, the court may fine a student up to \$500.

B. <u>Violation of Code of Student Conduct</u>

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In addition to possible fines, if a student is caught using any form of tobacco or nicotine product at school, at any school-sponsored activity, at a bus stop, or on the bus, the student will be suspended for three (3) days. The first time a student is caught, s/he can avoid the suspension by completing a smoking treatment program approved by the principal.

For purposes of this policy, "use of tobacco and nicotine products" shall mean all uses of tobacco, including cigars, cigarettes, pipe tobacco, chewing tobacco, snuff, or any other substance or product that contains tobacco or nicotine, as well as any uses of electronic cigarette/cigar or any other product designed or manufactured to imitate any of the products mentioned herein regardless of whether it contains tobacco or nicotine. "Use of tobacco and nicotine products" Such use-shall not include use of smoking cessation products such as nicotine patches or nicotine gum for their intended purposes. If a student is found with a lit cigarette, pipe, or cigar the student will be considered to be using tobacco.

# Illegal Drugs, Alcoholic Beverages, Harmful, and Other Substances

#### A. <u>Elementary School Students</u>

If a student is an elementary student when s/he violates this policy for the first or second time, the principal will suspend the student for ten (10) days and, if appropriate, may recommend reassignment to an alternative program. Before a student may return to his/her regular school, the student's parent must have a conference with the principal or someone designated by the principal. If the student's parent agrees that s/he will complete an approved drug or alcohol educational program, the student's suspension will be reduced to five (5) days. The program specialist must provide proof that the student successfully completed the educational program within the allocated period of time. If the student violates this policy a third time while in elementary school, then s/he will be suspended for ten (10) days and may be recommended for expulsion.

#### B. Middle School and High School Students

If a student is in middle or high school when s/he violates this policy s/he will be suspended for ten (10) days and reassigned to an alternative program, for one (1) or two (2) semesters. If this is the student's first offense and s/he was not charged with a felony offense, the student and his/her parent will be offered an opportunity to participate in the District's drug/alcohol educational program. If the student's parent agrees that s/he will complete this program, the student's suspension will be reduced to five (5) days. The program specialist must provide proof that the student successfully complete the program will result in the student's immediate assignment to an alternative school program. If the student is caught a third time while s/he is still a student in the District, the student will be suspended for ten (10) days and may be recommended for expulsion.

#### C. <u>Policy</u>

A student may not possess illegal drugs (including prescription drugs that are not the student's own) or alcoholic beverages use them or are under the influence of them:

- 1. on school property,
- 2. on a school bus or at a bus stop,

Policy 5500.08 Page 3 of 7

3. at any school activity,

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- 4. before a student arrives on school grounds,
- 5. before a student arrives at any school activity, or
- 6. on any field trip.

#### D. Purchase, Sale and Distribution

A student may not sell, purchase, or distribute illegal drugs or alcoholic beverages. Additionally, a student may not be involved in negotiating the sale or purchase of illegal drugs or alcoholic beverages at school, at a school activity, or on a school bus, even if the sale/purchase does not actually take place.

E. <u>Definition of Illegal Drugs</u>

"Illegal drugs" include any drug that is illegal under Florida law such as marijuana, cocaine, and heroin as well as prescription drugs for which a student does not have a valid prescription.

"Illegal drugs" also includes any illegal or legal substances that may be used as an intoxicant, hallucinogen, mind-altering agent, or may be used for any other unsafe purpose. Examples include, but are not limited to, inhalants, over-the-counter drugs, bath salts, and spice cannabinoid (JWH-018).

"Illegal drugs" also include any prescription drug that is not used as prescribed or that is in the possession of someone whose name is not on the prescription. This means that a student may not give his/her prescription medication to anyone else.

#### F. <u>Possession Based upon Knowledge</u>

If a student arrives at school or a school activity in a car that contains illegal drugs or alcoholic beverages, and the principal believes there is evidence that s/he knew about the illegal drugs or alcoholic beverages, then the student will be considered as being in possession of the illegal drugs or alcoholic beverages.

Likewise, if a student is at a school function and are in a specific area or room where there are illegal drugs or alcoholic beverages, then s/he may be considered in possession of the illegal drugs or alcoholic beverages if the principal believes the evidence shows that the student knew about the illegal drugs or alcoholic beverages and chose to remain in the area or room. If student is in his/her own hotel room and become aware that another student in the room has an illegal substance, s/he is expected to alert a school staff chaperone immediately to request a room change.

#### G. <u>Guilty of Unlawful Sale or Possession</u>

If a student has been found guilty or delinquent for the unlawful sale or possession of any controlled substance as defined in F.S. Chapter 893, the student may be suspended for ten (10) days and recommended for expulsion.

#### H. Fake Drugs

If a student is caught in possession of or caught distributing a substance that is represented to be an illegal drug, s/he will be suspended for ten (10) days. The student may ask to have the ten (10) day suspension reduced to five (5) days by

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participating in a work back program which would include the completion of an approved drug or alcohol assessment.

I. <u>Attempted Suicide</u>

If a student attempts suicide with or without illegal drugs, it will be treated as a mental health issue. A mental health assessment will be conducted before deciding what to do.

#### Waiver Of The Discipline Or Expulsion

Any student who is subject to discipline or expulsion for unlawful possession or use of any substance controlled under F.S. Chapter 893 may be entitled to a waiver of the discipline or expulsion under the following conditions:

- A. If the student divulges information leading to the arrest and conviction of the person who supplied such controlled substance to him/her, or if the student voluntarily discloses his/her unlawful possession of such controlled substance prior to his/her arrest. Any information divulged which leads to such arrest and conviction is not admissible in evidence in a subsequent criminal trial against the student divulging such information.
- B. If the student commits himself/herself, or is referred by the court in lieu of sentence, to a State-licensed residential drug abuse program and successfully completes the program.

A student may be disciplined or expelled for unlawful possession or use of any substance controlled under F.S. Chapter 893 upon the third violation of this provision.

#### Bombs And Bomb Threats

If a student is involved in the making of a bomb, plans for a bomb or a fake bomb, for use at school or at a school activity or while the student is at school or a school activity, s/he will be suspended for ten (10) days, recommended for expulsion, and reported to law enforcement for prosecution. The same actions will be taken if a student makes a bomb threat by any means that causes a disruption.

#### **Chemical And Biological Attack Or Threats**

If a student is involved in the making of a chemical or biological attack or threat against the school, a school function, or anybody at school or a school function, s/he will be suspended for ten (10) days, recommended for expulsion, and reported to law enforcement for prosecution to the fullest extent of the law. This applies whether or not the attack or threat is real or fake.

#### Guns, Weapons, And Dangerous Objects

#### <u>Guns:</u>

Any student who brings a gun to school, to any school function, or on any school-sponsored transportation, or any student who possesses or exhibits a gun at school, at any school function, or on any school-sponsored transportation, shall be suspended for ten (10) days and recommended for expulsion for not less than one (1) full year. Guns shall mean firearms as defined by F.S. 790 and include any objects (whether operable or inoperable), including starter guns, which will fire a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or silencer, or any destructive device. Guns also include any weapons which are designed to or may readily be converted to such purpose.

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#### Weapons:

Any student who brings a weapon to school, to any school function, or on any school-sponsored transportation, or any student who possesses or exhibits a weapon at school, at any school function, or on any school-sponsored transportation, shall be suspended for ten (10) days and recommended for expulsion. Weapons as defined by F.S. 790 are any objects such as, but not limited to, the following: dirks, metallic knuckles, slingshots, billies, tear gas guns, chemical weapons or devices, knives or other deadly weapons, other than common pocketknives (blade of four (4) inches or less which are considered a dangerous object), plastic knives, or blunt bladed table knives.

Guns and weapons are not allowed in a vehicle on school property, at a school bus stop, or at a school activity. If a student is a secondary student who arrives at school or a school activity in a car that contains a gun or weapon, and the principal believes there is evidence that the student knew about the gun or weapon, then s/he will be considered to be in possession of the gun or weapon.

If a student is an elementary or secondary student at a school function and are in a specific area or room where there is a gun or weapon, then s/he may be considered to be in possession of the gun or weapon if the principal believes the evidence shows that s/he knew about the gun or weapon and chose to remain in the area or room. If a student is in his/her own hotel room and become aware that another student in the room has a gun or weapon, s/he is expected to alert a school staff chaperone immediately to request a room change.

The principal may give a student written permission to possess a gun or weapon while on campus or at a school function when the gun or weapon is part of the curriculum of the school. An example of this is when a gun or rifle may be part of JROTC drill and firing ranges.

#### Dangerous Objects:

Dangerous objects include, but are not limited to, common pocketknives with a blade of four (4) inches or less, ice picks, razor blades, box cutters, air guns, bb guns, pellet guns, or spring guns of any sort (whether operable or inoperable).

Any student who brings a dangerous object to school, to any school function, or on any school-sponsored transportation, or any student who possesses or exhibits a dangerous object at school, at any school function, or on any school sponsored transportation, with use or threatened use in an offensive or defensive manner, will be suspended for ten (10) days and recommended for expulsion.

Any student who brings, possesses or exhibits a dangerous object at school, or to any school function, or on any school-sponsored transportation, without the use or threatened use in an offensive or defensive manner, is guilty of a serious breach of conduct and that student will be suspended from school for ten (10) days and may be recommended for reassignment or expulsion.

#### Violent Acts Resulting In Serious Injury

If a student violently attacks another person or acts as a decoy in a physical attack at school, a school function, on the bus or at a bus stop and that person is seriously injured, the student will be suspended from school for ten (10) days and recommended for expulsion. If the attack by the student was unprovoked, even if there was no serious injury, the student will be suspended from school and may be reassigned or recommended for expulsion.

If a student violently attacks another person somewhere else other than school, s/he may be removed from the general education program and administratively assigned to another program when there is evidence that the student's presence on campus may be disruptive.

#### Felony Charges And Convictions For Off-Campus Conduct

Policy 5500.08 Page 6 of 7

#### A. Notice of Felony Charges and Hearing

If a student commits a crime off campus and a prosecuting attorney formally charges the student with a felony or with a delinquent act that would be a felony if s/he were an adult, s/he may be suspended for ten (10) days by the principal. Before suspending the student, the principal will call him/her in with his/her parent to discuss the charges against the student. This discussion will be a "hearing" that will take place after the principal notifies the student's parent in writing by certified mail that the principal has received notice that s/he has been charged by the prosecuting attorney. That written notice will tell the student's parent of the specific charges against the student and advise them that they have a right to the "hearing."

#### B. <u>Hearing Procedures</u>

The "hearing" must take place within five (5) school days but no sooner than two (2) school days from the postmark date or the delivery date of the certified notice to the student's parent. At the "hearing" the principal will listen to witnesses called by the principal and the student also may present witnesses. The student may speak on his/her own behalf but s/he does not have to do so. If the student does not speak on his/her own behalf, s/he cannot be threatened with punishment or later be punished for not speaking.

The "hearing" will not be conducted like a court proceeding. There will be no "rules of evidence" nor will there be a court reporter to provide a transcript of the "hearing." After the "hearing" the principal will let the student and his/her parent know, in writing, if the student is being suspended for ten (10) days. The decision to suspend the student cannot occur without conclusive evidence that the prosecuting attorney has formally filed a felony charge against the student. The principal must also determine that the student's presence at school, after being formally charged for the incident, will have an adverse impact on the school.

## C. <u>Types of Charges That May Justify Suspension</u>

The types of charges that may justify suspension under this provision are:

- 1. any felony involving violence,
- 2. rape or sexual battery,
- 3. lewd and lascivious act on a student under sixteen (16) years of age,
- 4. concealed weapon,
- 5. armed robbery,
- 6. sale of illegal drugs,
- 7. possession of a bomb,
- 8. any felony involving the use of a firearm,
- 9. battery on school system employee or official, or
- 10. aggravated battery.

- 11. There may be other charges that will justify suspension under this provision, if the principal determines that the student's presence at school after being charged will have an adverse impact on the school.
- D. <u>Extension of Ten (10) Day Suspension</u>

If the principal suspends a student for ten (10) days, the Superintendent may extend the student's suspension until the outcome of the criminal charges that have been filed against the student. During the student's suspension, pending the outcome of the criminal charges, s/he will be assigned to an alternative educational program.

E. Expulsion upon Finding of Guilt

If the court determines that a student is guilty, the Board may expel the student. During the student's expulsion, s/he may still attend the alternative program to which s/he has been assigned.

F.S. 1003.57, 1006.07, 1006.08, 1006.09, 1006.13 FI. Educational Equity Act of 1984 F.A.C. 6A-6.03312

Adopted 12/9/09; Revised 7/27/10, 7/26/11, / /13

Approved as to form and legality

School Board Attorney

Policy 5501.06 Page 1 of 1

# 5501.06 - CODE OF STUDENT CONDUCT FOR POSTSECONDARY CAREER, TECHNICAL, AND ADULT EDUCATION - TOBACCO AND NICOTINE

Student <u>"uUse</u> of tobacco and nicotine products" shall mean all uses of tobacco including cigars, cigarettes, pipe tobacco, snuff, chewing tobacco, or any other matter or substances that contain tobacco or nicotine, as well as any uses of electronic cigarette/cigar or any other product designed or manufactured to imitate any of the products mentioned herein regardless of whether it contains tobacco or nicotine. <u>"Use of tobacco and nicotine products" Such use shall not include use of smoking cessation products such as nicotine patches or nicotine gum for their intended purposes. If a student is found with a lit cigarette, pipe, or cigar, <u>or activated e-cigarette</u>, the student will be considered to be using tobacco or nicotine products. <u>Use of Tobacco and nicotine products are is not permitted in school or on school property (including buses), at a bus stop, or at a school activity. Students observed smoking using tobacco and nicotine products are subject to disciplinary action up to and including dismissal and may be referred to law enforcement.</u></u>

F.S. 1001.32(2), 1001.41, 1001.42, 1001.43, 1001.46(6)(d) Fl. Educational Equity Act of 1984

Approved as to form and legality

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School Board Attorney

Packet Pg. 333

(3121 Volicies 1215, 4215, 500.035, 500.062, 7434 (4285 : Policy 1215)

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# Packet Pg. 334

7434 - TOBACCO AND NICOTINE USE

The School Board is committed to providing students, staff, and visitors with a tobacco and nicotine free environment. The negative health effects of the use of tobacco and nicotine products for both users and nonusers, particularly in connection with second hand smoke, are well established. Further, providing a tobacco and nicotine free environment is consistent with the role-modeling responsibilities of teachers and staff for our students.

For purposes of this policy, "use of tobacco and nicotine products" shall mean all uses of tobacco, including cigars, cigarettes, pipe tobacco, chewing tobacco, snuff, er any other substance or product that contains tobacco or nicotine, as well as any uses of electronic cigarette/cigar or any other product designed or manufactured to imitate any of the products mentioned herein regardless of whether it contains tobacco or nicotine. "Use of tobacco and nicotine products" Such use shall not include use of smoking cessation products such as nicotine patches or nicotine gum for their intended purposes.

No person may use tobacco or nicotine products in any Board facility, including the outside grounds, or in any Board owned or operated vehicle.

F.S. 386.202, 386.204, 386.212 20 U.S.C. 6081 et seq., 20 U.S.C. 7182

Approved as to form and legality

School Board Attorney

Words struck through are deletions; words underlined are additions

#### 10/22/13 05:30 PM Regular School Board Meeting 301 Fourth Street SW

Largo, FL 33770

# Pinellas County Schools

#### SCHEDULED



### **REQUEST FOR APPROVAL (ID # 4287)**

October 22, 2013

#### TO: MEMBERS OF THE SCHOOL BOARD OF PINELLAS COUNTY

- FROM: MICHAEL A. GREGO, Ed. D., SUPERINTENDENT
- SUBJECT: Setting a Public Hearing and Authorizing the Advertisement of the Public Hearing to Consider the Amendment to Policy 6330 – ACQUISITION OF PROFESSIONAL ARCHITECTURAL, ENGINEERING, LANDSCAPE ARCHITECTURAL, OR LAND SURVEYING SERVICES, AND CONSTRUCTION MANAGERS AT RISK (This is the first reading.)

#### BACKGROUND:

Pursuant to Chapter 120, Florida Statutes, an amendment to policy (rule) is being proposed regarding Policy 6330 – ACQUISITION OF PROFESSIONAL ARCHITECTURAL, ENGINEERING, LANDSCAPE ARCHITECTURAL, OR LAND SURVEYING SERVICES, AND CONSTRUCTION MANAGERS AT RISK. This is the first reading of the proposed amendments to policy.

This proposed amendment to policy changes the name, composition and function of the Professional Service Advisory Committee to the Professional Service Selection Committee. These changes remove the Board from appointing a Board member to serve on the selection committee and prevent firms and individuals from contacting Board members once a project has been publicly opened for proposals. Voting processes are further defined with a ranking for the three highest qualified firms to perform services with a revote in the case of a tie for first place.

Included as part of this agenda item are the proposed policy amendments which include portions of the policy that are being amended. Words struck through are deletions; words <u>underlined</u> are additions.

STRATEGIC DIRECTION/GOAL: Effective and Efficient Use of Resources

#### ALTERNATIVES:

- 1. Approve the setting of a public hearing and authorize the advertisement of the public hearing to consider the proposed amendment to policy.
- 2. Modify the amendment, approve the setting of a public hearing, and authorize advertisement of the public hearing to consider the modified amendment to policy.
- 3. Do not approve the setting of a public hearing and authorization to advertise the public hearing to consider the proposed amendment to policy.

#### **RECOMMENDATION:**

Alternative 1 is recommended.

#### RATIONALE:

The amendments to this policy simplify the acquisition of Professional Services, establish consistency, and mirror other Florida school district policies.

Page 1

11.4

# IMPACT STATEMENT:

Impact will be reflected in district budget allocation.

<u>DATA SOURCES:</u> Linda Balcombe, Director, Purchasing Mary Beth Corace, Ph.D., Director, Strategic Planning and Policy David Koperski, School Board Attorney - reviewed as to form and legality

<u>SUBMITTED BY:</u> Michael Bessette, Associate Superintendent Operational Services

#### ATTACHMENTS:

• Policy 6330 (PDF)

# 6330 - ACQUISITION OF PROFESSIONAL ARCHITECTURAL, ENGINEERING, LANDSCAPE ARCHITECTURAL, OR LAND SURVEYING SERVICES, AND CONSTRUCTION MANAGERS AT RISK

#### A. **Definitions**

- 1. "Professional Services" means those services within the scope of the practice of architecture, professional engineering, landscape architecture, or registered land surveying, as defined by the laws of the State, or those performed by any architect, professional engineer, landscape architect, or registered land surveyor in connection with his/her professional employment or practice. Professional services include construction managers at risk as authorized by F.S. 1013.45.
- 2. "School Board" means the School Board, and describes an agency as defined in State law.
- 2.3. "Firm" means any individual, firm, partnership, corporation, association, or other legal entity permitted by law to practice architecture, engineering, or land surveying in the State.
- <u>3.4.</u> "Compensation" means the total amount paid by the Board for professional services.
- <u>45.</u> "<u>PSACPSSC</u>" shall mean the Professional Service <u>AdvisorySelection</u> Committee.
- <u>5.6.</u> "Project" means that fixed capital outlay study, planning activity, or facility construction described in the public notice. The Board shall prescribe, in compliance with State law, procedures for the determination of a project under its jurisdiction. Such procedures may also include:
  - a. determination of a project which constitutes a grouping of minor construction, rehabilitation, or renovation activities.
  - b. determination of a project which constitutes a grouping of substantially similar construction, rehabilitation, or renovation activities.
- <u>6.7.</u> A "Continuing Contract" is a contract for professional services entered into in accordance with all the procedures of this policy between the Board and a firm whereby the firm provides professional services to the Board for projects in which construction costs and/or fees for such professional services do not exceed the dollar values identified in F.S. 287.017 and 287.055(2)(g), or for work of a specified nature as outlined in the contract required by the Board, with not time limitation except that the contract shall provide a termination clause.

#### B. Professional Service AdvisorySelection Committee

The <u>PSACPSSC</u> shall be comprised of one (1) administrator from the Facilities Department, one (1) administrator from the Finance Department, one (1) administrator from the Operations Department, one (1) member designated by the Superintendent,

one (1) Board member, the Associate Superintendent for Operational Services, the Director of Facilities, Planning and Design and Construction, the Director of Maintenance, the Area Superintendent for the area in which the facility is located; and one (1) representative from the community (selected by the Facilities Department). Each member shall designate an alternate.

- 1. The Board shall annually appoint, on a rotating basis, one (1) of its members to serve on the PSAC, and shall also designate, on a rotating basis, one (1) of its members as an alternate, who shall attend PSAC meetings when and if the designated member cannot. Additionally, the Board shall annually appoint a member of the community and shall also designate an alternate, who shall attend PSAC when and if the designated community member cannot.
- 2. The Superintendent shall appoint one (1) administrator from the Facilities Department, one (1) administrator from the Finance Department, one (1) administrator from the Operations Department, and one (1) other designee.
- <u>1.3.</u> The Director of FacilitiesPurchasing, or his/her designee, shall chair the PSASC as a nonvoting member.
- <u>2.4.</u> A majority of the <u>PSACPSSC</u> shall constitute a quorum.
- 3.5. Each member of the PSAC shall attest in writing on a form to be provided that s/he has no conflict of interest pursuant to *The Code of Ethics for Public Officers and Employees* as codified in No member of the PSSC shall have a conflict pursuant to F.S. 112.311 et seq.

#### C. Public Announcement and Qualification Procedures

- 1. The Board shall publicly announce, in a uniform and consistent manner, each occasion when professional services are required to be purchased for a project the basic construction cost of which is estimated by the Board to exceed the maximum amount established in F.S. 287.017 for CATEGORY FIVE, or for planning or study activity when the fee for professional services exceeds the maximum amount established in F.S. 287.017 for CATEGORY TWO, except in cases of valid public emergencies so certified by the Superintendent. The public notice shall include a general description of the project and shall indicate how interested consultants may apply for consideration.
- 2. Local contractors are encouraged to submit proposals, and contractors are encouraged to offer bidding opportunities to local subcontractors. With respect to <u>Construction Manager at Risk (CMR)</u> selection, additional consideration shall be given for the above during the selection procedure.

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- 3. The Board shall encourage firms engaged in the lawful practice of their professions that desire to provide professional services to the Board to submit annually statements of qualifications and performance data. Failure to submit an RFQ (Request for Qualifications) shall not preclude the Board from purchasing services from any firm engaged in the lawful practice of its profession. Once a project has been publicly announced in accordance with paragraph C.1 above, no firm or individual may contact a Board member or District staff member other than the Director of Purchasing or his or her designee regarding the project. Communication with a Board member or District staff member in violation of this paragraph may result in disgualification.
- 4. Any firm or individual desiring to provide professional services to the Board should first be certified by the Board as qualified pursuant to law and the regulations of the Board. The Board shall make a finding that the firm or individual to be employed is fully qualified to render the required service. Among the factors to be considered in making this finding are the capabilities, adequacy of personnel, past record, and experience of the firm or individual.
- 5. The evaluation process for professional services shall include, but not be limited to, capabilities; adequacy of personnel; past record; experience; whether the firm is a certified minority business enterprise as defined by the Florida Small and Minority Business Assistance Act of 1985; location; recent, current, and projected workloads of the firms; and the volume of work previously awarded to each firm by the Board. One (1) objective shall be to effect an equitable distribution of contracts among qualified firms, provided such distribution does not violate the principle of selection of the most highly qualified firms and such other factors as may be determined by the Board to be applicable to its particular requirements. When securing professional services, the Board shall endeavor to meet the minority business enterprise procurement goal set forth in F.S. 287.042. To effectuate these purposes the PSACPSSC and the Board shall use the then current Construction Manager at Risk format.
- 6. The public shall not be excluded from these proceedings. The PSSC meeting to review written submittals shall be open to the public.

#### D. Competitive Selection

- For each proposed project, the PSASC shall evaluate current statements of qualifications and performance data on file, together with those that may be submitted by other firms regarding the proposed project, and shall conduct discussions with, and may require public presentations by no fewer than three (3) firms, regarding their qualifications, approach to the project, and ability to furnish the required services.
- 2. For each proposed project involving the construction of a new facility or the rebuild/reconstruction of an existing facility, the PSAC shall use the then current Construction Manager at Risk format and each voting PSACPSSC member shall award points to each firm in all categories. The points for each firm in each category shall be totaled and a rank assigned. The PSACPSSC shall select (short-list) the three (3) firms most highly qualified to perform the required services.

3. The Board may, in its sole discretion, invite one (1) or more of the finalists to interview with the Board prior to the final ranking by the Board. The Board will

Words struck through are deletions; words underlined are additions

evaluate qualifications of the three (3) finalists which evaluation shall include consideration of the written materials submitted by the applicants, performance data on file with the District, written materials submitted by other firms or individuals, and the evaluation of the PSAC. Although the Board shall consider the evaluation of the PSAC, the evaluation shall not be binding on the Board, and the Board retains the sole authority to rank the three (3) finalists, choosing a first, a second, and a third.

- 4. The Board, in its sole discretion, reserves the right to request additional presentations from applicants other than the three (3) finalists.
- 5. For each proposed project not involving the construction of a new facility or the rebuild/reconstruction of an existing facility the PSAC, if convened, shall rank the finalists. The Board, in its sole discretion, reserves the right to call up the matter for review, conduct such interviews as it deems appropriate, and to re-rank finalists for the benefit of the District.
- <u>3.6.</u> In the event of a tie for first place, the last place firm shall be eliminated and the vote shall be retaken to break the tie. In the event there is a tie for second place, the vote shall be retaken only with respect to the tied finalists to resolve the issue.
- <u>4.7.</u> The <u>BoardDistrict</u> may request, accept, and consider proposals for the compensation to be paid under the contract only during competitive negotiations.
- 5.8. This subsection does not apply to a professional service contract for a project the basic construction cost of which is estimated by the Board to be not in excess of the threshold amount provided in F.S. 287.017 for Category Five or for a planning or study activity when the fee for professional services is not in excess of the threshold amount provided in F.S. 287.017 for Category Two.
- <u>6.9.</u> Nothing in this rule shall be construed to prohibit a continuing contract between a firm and the Board.

#### E. Competitive Negotiation

The Board's, or its designee, shall negotiate a contract with the most qualified firm for professional services at compensation which the Board's, or its designee, determines is fair, competitive, and reasonable. In making such determination, a detailed analysis of the cost of professional services shall be conducted in addition to considering the scope and complexity of the services required for the project.

1. A tentative contract shall be negotiated with the most gualified firm for professional services at compensation which the Board's designee(s) determine(s) is fair, competitive, and reasonable. In making such determination, the Board's designee(s) shall conduct a detailed analysis of the cost of the professional services required in addition to considering their scope and complexity. For any lump-sum or cost-plus-a-fixed-fee professional service contract that exceeds the maximum amount established by F.S. 287.017 for CATEGORY FOUR, the Board shall require the firm receiving the award to execute a truth-in-negotiation certificate stating that wage rates and other factual unit costs supporting the compensation are accurate, complete, and current at the time of contracting. Any professional service contract under which such a certificate is required shall contain a provision that the original contract price and any additions thereto shall be

adjusted to exclude any significant sums by which the Board determines the contract price was increased due to inaccurate, incomplete, or non-current wage rates and other factual unit costs. All such contract adjustments shall be made within one (1) year following the end of the contract.

- 2. Should the Board's designee(s) be unable to negotiate a satisfactory tentative contract with the firm considered to be the most qualified at a price the Board's designee(s) determines to be fair, competitive, and reasonable, negotiations with that firm shall be formally terminated. The Board's designee(s) shall then undertake negotiations with the second most qualified firm. Failing tentative accord with the second most qualified firm, the Board's designee(s) shall terminate negotiations. The Board's designee(s) shall terminate negotiations. The Board's designee(s) shall then undertake negotiations. The Board's designee(s) shall then undertake negotiations.
- 3. Should the Board's designee(s) be unable to negotiate a satisfactory tentative contract with any of the selected firms, the Board's designee(s) shall select additional firms in the order of their competence and qualification and continue negotiations in accordance with this subparagraph until a tentative agreement is reached or may readvertise (for new RFQ's).
- 4. When the Board's designee(s) successfully negotiates a tentative contract with a firm considered to be fully qualified at a price the Board's designee(s) determines to be fair, competitive, and reasonable, the tentative contract will be presented to the Superintendent for his/her review and recommendation to the Board. The Board shall either approve or disapprove the tentative contract. Upon Board approval, the approved contract shall be duly executed.

#### F. Prohibition Against Contingent Fees

Each contract entered into by the Board for professional services shall contain a prohibition against contingent fees as required by F.S. 287.055(6).

#### G. Reuse of Existing Plans

Notwithstanding any other provisions of this rule, there shall be no public notice requirement or utilization of the selection process as provided in this rule for projects in which the Board is able to reuse existing plans from a prior project. However, public notice for any plans which are intended to be reused at some future time shall contain a statement which provides that the plans are subject to reuse in accordance with the provisions of F.S. 287.055(10).

F.S. <u>112.311,</u> 287.017, 287.055, 1001.41, 1001.43, 1013.355, 1013.45, 1013.46

Approved as to form and legality

School Board Attorney

#### 10/22/13 05:30 PM **Regular School Board Meeting** 301 Fourth Street SW

Largo, FL 33770

# Pinellas County Schools

#### SCHEDULED



# **REQUEST FOR APPROVAL (ID # 4280)**

October 22, 2013

TO: MEMBERS OF THE SCHOOL BOARD OF PINELLAS COUNTY

FROM: MICHAEL A. GREGO, Ed.D., SUPERINTENDENT

SUBJECT: Request Denial of the Charter Application for Excel Charter School Pinellas

#### BACKGROUND:

The initial application was timely submitted. State law mandates that charter school applicants use the Model Florida Charter School Application. The state model is similar to the application form that we have used in Pinellas in the past, but incorporates sections of the new law. The state also mandates its Florida Charter School Application Evaluation Instrument which we have used to analyze each application for a charter school.

The evaluation instrument is similar to the rubric that staff has used in past years. The instrument provides for an overall assessment to deny or approve the application. It includes nineteen (19) substantive sections, each with a provision for one of three conclusions. Excel Charter School of Pinellas results: seven (7) Meets the Standard, seven (7) Partially Meets the Standard, four (4) Does Not Meet the Standard, and one (1) Not Applicable. A section for summary comments is also provided. This attachment will serve as the rationale for the recommendation.

Participants involved in this process varied based upon the level and type of student involved; curriculum and instruction proposed; auxiliary services such as transportation, facilities, or food service which might be involved; and possible legal implications. Responses were gathered for inclusion by Dot Clark, Director and Rick Wolfe, Senior Coordinator, Charter Schools and Home Education; Karen Coffey, Executive Director, Budget & Resource Allocation; and Heather Wallace, Assistant School Board Attorney. A copy of the original application is available in the school board office for review.

If the application is approved, negotiations will begin involving the operations of the charter school. Florida law requires various issues to be addressed in the charter itself. The charter will be signed by the governing body of the charter school and the school board following a public hearing at a school board meeting to ensure community input.

STRATEGIC DIRECTION/GOAL: Student Achievement

#### ALTERNATIVES:

- 1. Approve the charter application for Excel Charter School Pinellas.
- 2. Do not approve the charter application for Excel Charter School Pinellas.

#### RECOMMENDATION:

Alternative #2 is recommended.

#### RATIONALE:

Page 1
Packet Pg. 342

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See attached Charter School application Evaluation Instrument for Pinellas Excel Charter School. The overall assessment of the nineteen sections in the Evaluation Instrument are as follows:

Meets Expectations	Partially Meets	Does Not Meet	Not Applicable
Target Population and	Mission, Guiding	Education Program	Education
Student Body	Principles and	Design	Service Providers
	Purpose		
Student Performance	Governance	Curriculum Plan	
English Language	Management	Exceptional Students	
Leaners	-		
School Climate and	Employment	Student Recruitment	
Discipline		and Enrollment	
Facilities	Transportation		
Food Service	Financial		
	Management and		
	Oversight		
Action Plan	Budget		

# FISCAL IMPACT:

This school has projected enrollment of 198 students' Kindergarten through 3<sup>rd</sup> the first year increasing to 296 students Kindergarten through 4<sup>th</sup> grade in year two, 394 students Kindergarten through 5<sup>th</sup> grade in year three, 452 students in year four and finally increasing to 536 in year five. At full enrollment in year one, the school will potentially reduce district funds by an estimated \$1,343,740. The estimated amount for year two is \$1,884,099, year three estimated amount is \$2,435,703, year four is \$2,775,717, and year five estimated amount is \$3,238,871. The estimated cumulative financial impact over the contract period is \$11,679,130.

# DATA SOURCE:

Kevin Smith, CPA, Associate Superintendent, Finance and Business Services Pam Moore, Associate Superintendent, Teaching and Learning Services Karen Coffey, Executive Director, Budget & Resource Allocation Behrokh Ahmadi, Ph.D., Executive Director, Assessment, Accountability and Research Dot Clark, Director, Charter Schools and Home Education Rick Wolfe, Senior Coordinator, Charter Schools and Home Education Janice Klimis, Gifted Programs Specialist Nancy Deane, Supervisor, Psychological Services Natasa Karac, K-12 ESOL Specialist Karri Wright, Resource Teacher David Koperski, School Board Attorney Heather Wallace, Assistant School Board Attorney

# SUBMITTED BY:

Lori Matway, Associate Superintendent, Student and Community Services

11.5

#### ATTACHMENTS:

• Excel 2013 Evaluation (PDF)

# Excel Florida Charter School Application Evaluation Instrument

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Weaknesses boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

The following definitions should guide the ratings:

Meets the Standard:	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
Partially Meets the Standard:	The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.
Does Not Meet the Standard:	The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.

# **OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST**

Would you recommend approval of this application for a public charter school? Explain your recommendation in the Summary Comments section, below.

DENY	APPROVE

Name of Person Completing Assessment: Dot Clark Date: 10/22/13

Title: Director, Charter Schools and Home Education

Signature:

Summary: Of the nineteen sections in the Evaluation Instrument the applicant scored:

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In the Educational Plan the applicant scored:

- "Meets Expectations"- 4
- "Partially Meets"- 1
- "Does Not Meet"- 3

In the Organizational Plan the applicant scored:

- "Meets Expectations"-
- "Partially Meets"- 3
- "Does Not Meet" 1
- Not Applicable 1

In the Business Plan the applicant scored:

- "Meets Expectations"- 3
- "Partially Meets"- 3
- "Does Not Meet" 0

# I. Educational Plan

The education plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.

# 1. Mission, Guiding Principles and Purpose

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.

# Statutory References:

s. 1002.33(2) (a); s. 1002.33(2) (b); s. 1002.33(2)(c); s. 1002.33(6)(a)(1); s. 1002.33(7)(a)(1)

# **Evaluation Criteria:**

A response that meets the standard will present:

- A compelling mission statement that defines the purpose and values of the school.
- A set of priorities that are meaningful, manageable and measurable, and focused on improving student outcomes.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	$\square$	

Strengths	Reference	
<ul> <li>The application contains all required elements of this section.</li> <li>The vision is to create a model school for serving high needs students in a public school in the Pinellas community, and to demonstrate high standards for educational quality.</li> <li>The mission of the Pinellas Excel Charter School is to prepare all students to become productive members of society by establishing a strong foundation of skills for their secondary school experience.</li> <li>The goal is to exceed average district student academic performance on state assessments is specific and measurable.</li> </ul>	Pages 9-11	
Concerns and Additional Questions	Reference	
<ul> <li>It is unclear what the applicant's set of priorities will be and how these priorities will be measured.</li> <li>The applicant states that Core Knowledge is aligned with CCSS &amp; NGSSS; however, Appendix E compares Core Knowledge to 2007 (grades 3-5) and 2009 (grades K-2) Sunshine State Standards, not the NGSSS &amp; CCSS. This misalignment of curriculum does not allow for "manageable and measureable" student outcomes.</li> </ul>	Pages 10 & 11, and Appendix E	

# 2. Target Population and Student Body

The Target Population and Student Body section should describe the anticipated target population of the school and explain how the school will be organized by grade structure, class size and total student enrollment over the term of the school's charter.

# Statutory Reference(s):

s. 1002.33(10)(e); s. 1002.33(6)(b)(2); s. 1002.33(7)(a)(1); s. 1003.03

# **Evaluation Criteria:**

A response that meets the standard will present:

- An understanding of the students the charter school intends to serve.
- If the applicant proposes to target certain populations, the projected student body should align with the overall mission of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
$\square$		
Strengths		Reference
The applicant identifies the target population as K 5 students		Pages 13-14

oucinguio	Reference
The applicant identifies the target population as K-5 students	Pages 13-14
residing in Pinellas with recruitment focus on high needs, low	
income families living in the Clearwater community. This	
focus aligns to the school's mission.	

$\triangleright$	Allowable enrollment preferences for siblings, children of	
	board members or employees, and children of active duty	
	military personnel are clearly identified.	

# **Enrollment Projections**

	Year 1	Year 2	Year 3	Year 4	Year 5
0	4 Sections	5 Sections	5 Sections	5 Sections	5 Sections
	72 Students	90 Students	90 Students	90 Students	90 Students
1st Grade	3 Sections	4 Sections	5 Sections	5 Sections	5 Sections
	54 Students	72 Students	90 Students	90 Students	90 Students
2nd Grade	2 Sections	3 Sections	4 Sections	5 Sections	5 Sections
	36 Students	54 Students	72 Students	90 Students	90 Students
3rd Grade	2 Sections	2 Sections	3 Sections	4 Sections	5 Sections
	36 Students	36 Students	54 Students	72 Students	90 Students
4th Grade		2 Sections 44 Students	2 Sections 44 Students	3 Sections 66 Students	4 Sections 88 Students
5th Grade			2 Sections 44 Students	2 Sections 44 Students	4 Sections 88 Students
Total Possible Enrollment	11 Sections	16 Sections	21 Sections	24 Sections	28 Sections
	198 Students	296 Students	394 Students	452 Students	536 Students

Concerns and Additional Questions	Reference
<ul> <li>It is unclear if the applicant has a clear understanding of the students the charter school intends to serve.</li> <li>ESE is not identified in the projection, however, a general breakdown of ESE population is provided in Section 6 (pg. 56).</li> </ul>	Page 17

# 3. Educational Program Design

The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

# Statutory Reference(s):

s. 1002.33(7)(a)(2)

# **Evaluation Criteria:**

A response that meets the standard will present an educational program design that:

- Is clear and coherent;
- Is based on effective, research-based educational practices, teaching methods and high standards for student learning;

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- Aligns with the school's mission and responds to the needs of the school's target population; and
- Presents evidence that the proposed approach will lead to improved student performance for the school's target population.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		$\square$

Strengths	Reference
• The educational design is clear and coherent.	Pages 20 & 21
The school has 3 primary components:	
<ul> <li>Implementation of the Core Knowledge</li> </ul>	
curriculum	
<ul> <li>Build Reading comprehension</li> </ul>	
<ul> <li>Build strong parent involvement</li> </ul>	
> The applicant will follow the District's annual calendar	
as it relates to days in attendance and testing schedules.	

Concerns and Additional Questions	Reference
<ul> <li>The educational program design is not completely clear and coherent:</li> <li>The applicant states that Core Knowledge is aligned with the CCSS &amp; NGSSS, there is no documentation that supports this claim.</li> <li>There are summaries statements throughout the</li> </ul>	Appendix E
<ul> <li>There are numerous statements throughout the application that identifies Core Knowledge as the main curriculum:         <ul> <li>The first of the three components of the Excel Charter School is "the implementation of the Core Knowledge curriculum".</li> <li>"[T]he implementation of a comprehensive instructional design plan with Core Knowledge</li> </ul> </li> </ul>	Page 20 Page 21
<ul> <li>as the foundational curriculum".</li> <li>"Excel Charter School of Pinellas intends to be a Core Knowledge school."</li> <li>"As the core of our curriculum, the Sequence ICome Knowledge and and and and and and and and and and</li></ul>	Page 29 Page 30
<ul> <li>[Core Knowledge]"</li> <li>"The Sequence [Core Knowledge]is the 'heartbeat' of the school."</li> </ul>	Page 30
Common Core State Standards require students to engage in reading of grade level complex text both independently and proficiently. The Core Knowledge program is a read aloud program with independent reading and discussion. There is a progression of	Page 23

	standards in reading, writing, foundational skills,
	language and speaking/listening. There is little reference
	to how students will be accountable for the performance
	of the tasks within these standards.
$\triangleright$	The applicant does not address how the rest of the day
	would be modified for needed interventions,
	remediation, and enhancement.
$\triangleright$	It is unclear how the multiple instructional strategies and
	methodologies listed in the application will be
	incorporated into a cohesive instructional program.
	1 1 0

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# 4. Curriculum Plan

The Curriculum Plan section should explain not only *what* the school will teach but also *how* and *why*.

# Statutory Reference(s):

s. 1002.33(6)(a)(2); s. 1002.33(6)(a)(4); s. 1002.33(7)(a)(2); s.1002.33(7)(a)(4)

A response that meets the standard will present a curriculum plan that:

- > Provides a clear and coherent framework for teaching and learning;
- ➢ Is research-based;
- > Is consistent with the school's mission, educational philosophy and instructional approach;
- Will enable students to attain Sunshine State-Common Core Standards and receive a year's worth of learning for each year enrolled; and
- ➤ Will be appropriate for all students at all levels.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		$\square$

Strengths	Reference
The applicant provides an extensive description of the school's commitment to use Core Knowledge curriculum that will be supported with the addition of instructional strategies, methodologies, and materials.	Pages 29-42

Concerns and Additional Questions	Reference
The applicant's curriculum emphasis is Core Knowledge. The most recent alignment of Core Knowledge to NGSSS and CCSS that was presented in the application was dated 2009, and shows alignment with the old Sunshine State Standards.	Appendix E
<ul> <li>Although Handwriting curriculum is listed and clearly definedHandwriting is a small part of what students need to know. In addition, the CCSS reference for handwriting focuses on the use of multimedia to present ideas and communicate thoughts, not handwriting. It is unclear how the handwriting program is aligned to the CCSS?</li> </ul>	Page 31
<ul> <li>During a phone conference between the applicant and PCS staff on 10/1/13, the applicant stated that Core Knowledge was just a framework and that its main curriculum are the other curriculum materials identified in the application. However, the application states that Core Knowledge "is the core of our curriculum" (pg. 30). This emphasis of Core Knowledge as the curriculum is stated many times in the application (see comments in Section 3). The applicant also stated that there was more recent documentation showing</li> </ul>	Page 30

the Core Knowledge alignment to the NGSSS and CCSS.
This documentation was provided, however, it was the same
information that was in the original application.

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# 5. Student Performance, Assessment and Evaluation

The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.

# Statutory Reference(s):

s. 1002.33(6)(a)(3); s.1002.33(7)(a)(3); s.1002.33(7)(a)(4); s.1002.33(7)(a)(5)

# **Evaluation Criteria:**

A response that meets the standard will present:

- Measurable educational goals and objectives that set high standards for student performance.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- Assessment activities that are sufficiently frequent and a detailed plan to determine whether students are making adequate progress.
- Evidence that data will inform decisions about adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
$\square$		

Strengths	Reference
Measureable goals and objectives are provided that set high standards for student performance.	Pages 44 & 45
The school will use numerous valid and reliable assessments to measure student performance including FCAT, SAT, FAIR, FCAT 2.0 Writing, Florida Alternate Assessment, CELLA, PARCC, State Assessments, SAT10, and NWEA MAP.	Pages 48-49

Concerns and Additional Questions	Reference
Reference to FCAT 2.0 and CCSS assessments; however, CCSS does not have specific "assessments".	Pages 44-45
There is a concern that the school will need more computers for the 5 <sup>th</sup> grade FCAT Computer Based Test (CBT), and for future computerized testing requirements.	

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# 6. Exceptional Students

The Exceptional Students section should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

## Statutory Reference(s):

s. 1002.33(16)(a)(3)

# **Evaluation Criteria:**

A response that meets the standard will present:

- Clear description of the levels of service the school will provide to students with disabilities.
- A clear description of how the school will ensure that students with disabilities (SWD) will have an equal opportunity of being selected for enrollment.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student's unique needs.
- An appropriate plan for evaluating the school's effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projection.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		$\boxtimes$

Strengths	Reference
Demonstrates understanding of the child find requirements for Identification & Referral.	Page 51
The applicant provides a thorough estimation of the ESE population with a total estimated ESE population of 12.3% (Gifted 5.8%).	Page 56

Concerns and Additional Questions	Reference
The applicant states that if a situation were to arise that a student applied to the School who may "create an undue financial hardship", they would request to meet with the district to discuss placement options. A comment made during the phone conference call on 10/1/13 that "we could not provide a nurse" due to the expense, supports this belief that an "undue financial hardship" would be an appropriate reason to consider an alternative placement. There is significant concern that the applicant does not understand	Reference         Page 52
their obligation under the law (FAPE) to provide services for all students including ESE students, and that a financial	
hardship is not a reason to deny these services.	
Student Handbook: (policy 5.5.1, 5.5.2, 5.5.3) may not	Pages 254-255

$\triangleright$	provide FAPE. Dual enrollment is not permitted for charter schools (policy	Page 255
	5.5.3).	
$\triangleright$	Throughout Section 6 the applicant mentions	
	"modifications". It is unclear if the applicant understands	
	the difference between modifications and accommodations	
	and other related issues, i.e., testing, related services, progress monitoring, transportation, modified curriculum,	
	etc.	
$\triangleright$	The staffing model provided identifies a .9 ESE teacher for	Page 178
	the first year. There is a concern that this underestimates the	_
	provision of ESE services based on the target population.	
$\triangleright$	While there was a clear expectation for a Gifted endorsed	Page 178
	teacher, that position is only listed as .1 the first year, and .4	
	the fourth year. Although an estimation of ESE population is provided, the	Page 56
	information was gathered via a review of DOE data	
	"regarding the ESE prevalence in the county." This	
	information is not for the targeted area of the proposed	
	school, as well as the targeted population, which will most	
	likely have a higher prevalence of ESE.	
	In summary, A combination of the issues present in this	
	section, the staffing model for a .9 ESE teacher, and the	
	comment made during the conference call on $10/1/13$	
	(would not be able to provide a nurse due to funding issues),	
	raises significant concern about services for ESE students.	

# 7. English Language Learners

The English Language Learners section should demonstrate an understanding of the requirements of the school to serve English Language Learner students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

# Statutory Reference(s):

s. 1002.33(10)

# **Evaluation Criteria:**

A response that meets the standard will present:

- Demonstrated understanding of state and federal requirements regarding the education of English language learner students.
- Sound plans for educating English language learner students that reflect the full range of programs and services required to provide all students with a high quality education.

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- 11.5.a
- Demonstrated capacity to meet the school's obligations under state and federal law regarding the education of English language learner students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard

Strengths	Reference
The applicant provides a sound plan for educating ELL	Pages 59-64
students.	

Concerns and Additional Questions	Reference
The Student Handbook (policy 5.8, 5.8.1, 5.8.2) does not provide a detailed understanding of all of the school's legal obligations to admit and serve ELL students on a non- discriminatory basis (policy 5.8, not "University Academy").	Page 257

# 8. <u>School Climate and Discipline</u>

The School Climate and Discipline section should describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning.

# Statutory Reference(s):

s. 1002.33(7)(a)(7); s. 1002.33(7)(a)(11); s. 1002.33(9)

# **Evaluation Criteria:**

A response that meets the standard will present:

- A sound approach to classroom management and student discipline.
- Legally sound policies for student discipline, suspension, and dismissal.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard

Strengths	Reference
The applicant will abide by the Pinellas County Student Code of Conduct.	Page 65

Concerns and Additional Questions	Reference
➤ The applicant states that a "Fourth-time offense will result	Page 67
in prolonged suspension, and possible withdrawal from the	
school". The district does not support the withdrawal of	
students, but expect school's to meet the needs of all	
students.	
Page 68 states that an "appeal" process for families has not	
yet been defined.	

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# II. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school's governance and management priorities, what responsibilities various groups and people will have, and how those groups will relate to one another.

## 9. Governance

The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.

# Statutory Reference(s):

s. 1002.33(7)(a)(15); s. 1002.33(9)

# **Evaluation Criteria:**

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A response that meets the standard will present:

- Documentation of proper legal structure of the governing board, or a plan to organize in conformity with the laws of Florida.
- A clear understanding and description of the governing board's responsibilities.
- Evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to oversee a charter school.
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management.
- A sensible method for resolving disputes between parents and the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard

Strengths	Reference

Concerns and Additional Questions	Reference
The Application states that the governing board will have control	
over the operations of the school, however, Lutheran Services of	
Florida, the sole member of the LLC has the final say over	
appointment of members of the governing board which is not	
consistent with the board being autonomous in its control. There is	
also some indication that the governing board may contract with	
Lutheran Services to provide services.	
Section 6.2 of the Operating Agreement does not contain a	
requirement for a minimum number of meetings. Section	
1002.33(7)(d)2. Indicates that the governing board must hold at least	
two public meetings per year in the school district.	
Article VI of the Articles of Organization do not properly address	
the return of property upon dissolution of the LLC as required by	

11.5.a

### 10. Management

The Management section should describe how the day-to-day administration of the school's operations will be structured and fulfilled.

## Statutory Reference(s):

s. 1002.33(7)(a)(9); s. 1002.33(7)(a)(14)

# **Evaluation Criteria:**

A response that meets the standard will present:

- A management structure that includes clear delineation of the roles and responsibilities for administering the day-to-day activities of the school.
- A sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan aligned with the projected student enrollment.
- A sound plan for recruiting and retaining qualified and capable staff.

Meet the Standard	Partially Meets the Standard	Does Not Meet the Standard
	$\square$	
Strengths		Reference
• The application clearly describes the principal as the person responsible for day-to-day operation of the school.		Page 85-88
selection of the school le A description selection of the	a sound plan for the recruitment and eader. In of the plan for recruitment and the school principal is provided ey competencies and a job	1
<ul> <li>A staffing plan is included.</li> <li>Staff's recruiting strategies appear to be appropriate and the proposed salary and benefit schedule seems to be competitive.</li> </ul>		Page 87, 94
Concerns and Additional Que	estions	Reference
in year two. Who will be	Data Prep Clerk in year one and .75 e responsible for keeping up with ition throughout the year?	Page 87
staff member in year 1 f in high poverty and havi	with the hiring of only a .9 ESE or a school that is enrolling students ng high additional educational needs s not provide the additional support	s

needed for students with many varying ESE needs.

	1.5.8

During a conference call, the applicant identified the office manager	
as the back up to the data prep clerk. In addition, the applicant	
indicated that the charter school was not required to meet the needs	
of all students. The comment was made that the school would not	
have the resources to provide for a nurse if a child needed this	
accommodation.	

# 11. Education Service Providers

The term "education service provider" (ESP) refers to any number of organizations that contract with the governing board of a school to provide comprehensive services. The three major types of ESPs that serve charter schools are education management organizations, comprehensive school design providers, and virtual school management organizations. The Education Service Provider section should describe, if applicable, the contractual arrangement between the school's governing board and such a provider.

# Statutory Reference(s):

s. 1002.33(7)(a)(9)

# **Evaluation Criteria:**

A response that meets the standard will present:

- A persuasive explanation of the reasons for contracting with an education service provider.
- A persuasive explanation of how the proposed relationship with the ESP will further the school's mission.
- A clear description of the services to be provided by the ESP.
- A clear delineation of the roles and responsibilities between the school's governing board and the ESP.
- A clearly defined performance-based relationship between the school's governing board and the ESP.

Not Applicable	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
$\square$			

Strengths	Reference
<ul> <li>The applicant does not plan to use an ESP.</li> <li>The applicant plans to use Lutheran Services of Florida to complete back office services.</li> <li>During the phone conference the applicant added that the school would also use the services of Charter School Services.</li> </ul>	Page 89-90

Concerns and Additional Questions	Reference

11.5.a

# 12. Employment

The Employment section should define the policies and procedures that frame the school's relationship with its staff.

# Statutory Reference(s):

s. 1002.33(7)(a)(14); s. 1002.33(12)

# **Evaluation Criteria:**

A response that meets the standard will present:

- A compensation plan that will attract and retain quality staff.
- Policies and procedures that hold staff to high professional standards or a sound plan for development of policies and procedures.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	$\square$	

Strengths		Reference
~	The salary and benefit schedule appears to be competitive and designed to attract and retain qualified staff.	Pages 93-94

Concerns and Additional Questions	Reference
<ul> <li>Policies and procedures that hold staff to high professional standards are not completely developed.</li> <li>➤ The application contains samples of Student handbook policies but does not contain a comprehensive personnel policy or present a specific plan and timeline for developing one except for identifying several topics and effective date of 7/1/14. Given the fact that the proposed school is closely aligned to an existing program model it seems like at least a draft of a personnel policies handbook should have been included in the application.</li> </ul>	Pages 93-96 Pages 214-219
# 13. Student Recruitment and Enrollment

The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.

#### Statutory Reference(s):

s. 1002.33(7)(a)(7); s. 1002.33.(7)(a)(8); s. 1002.33(10)

#### **Evaluation Criteria:**

- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		$\square$

Strengths	Reference
<ul> <li>The application includes a reasonable description of the school's marketing and recruiting plan including allowable enrollment preferences for siblings, children of board members, school staff and active duty military personnel.</li> <li>Presents student recruitment plan that will enable the school to attract its targeted population.</li> <li>The registration periods and provisions for conducting a lottery (should applicants exceed capacity) are clearly defined.</li> </ul>	Page 99-104

Concerns and Additional Questions	Reference
• The school's enrollment and admissions process is not open, fair and in accordance with applicable law.	Page 226
The applications states, "Prior to enrollment parents shall meet with the Principal, or designee, to discuss the student and how they would fit within our school." It goes on to say, "Provided that we are able to meet the child's needs, and that we have seats available, the children will be admitted as is permitted under the law". These statements conflict with the open enrollment statements found in section 2 as well as 4.1 in the parent handbook. These statements give the appearance of a school that initiates a screening process thus by-passing a genuine open enrollment. This is a public school using tax payer's dollars, as such the school should not discourage families from sending their children to the school if they child does not "fit".	

# III. Business Plan

The Business Plan should provide an understanding of how the charter operators intend to manage the school's finances. It should present a clear picture of the school's financial viability including the soundness of revenue projections; expenditure requirements; and how well the school's budget aligns with and supports effective implementation of the educational program.

# 14. Facilities

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

# Statutory Reference(s):

s. 1002.33(7)(a)(13); s. 1002.33(18)

# **Evaluation Criteria:**

A response that meets the standard will present:

- A realistic plan for acquiring a facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school has access to the necessary resources to fund the facilities plan.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
$\square$		
Strengths		Reference
<ul> <li>The applicant presents a sthat is appropriate and ad and targeted population.</li> <li>The applicant present one, including anticip</li> <li>Although the school stit is considering Grac Highland Avenue in 0</li> </ul>	realistic plan for acquiring a facility lequate for the school's program ts a reasonable plan for acquiring ated lease costs. has not firmly decided on a facility e Lutheran Church located on Clearwater. Evidence that the he necessary resources to fund the	,

11.5.a

Concerns and Additional Questions	Reference

# 15. Transportation

The Transportation section should describe how the school will address these services for its student body.

#### Statutory Reference(s):

s. 1002.33(20)

#### **Evaluation Criteria:**

A response that meets the standard will present:

• A transportation plan that will serve all eligible students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	$\square$	

Strengths	Reference

Concerns and Additional Questions	Reference
<ul> <li>It is unclear if the identified transportation plan will serve all eligible students.</li> <li>It is unclear what is meant by the following statement: "LSF has many options for transportation that may not be used during a school day through Head start programs and utilizing this unused potential will help reduce costs and provide the maximum possible benefits for students". What other transportation options are available through LSF and are these options viable?</li> <li>Head Start buses are paid for by different funding sources and may have specific guidelines for the usage of these buses that may not include the transportation of public school students.</li> <li>The applicant discusses the option of utilizing 3rd party companies to transport students; however, there are no 3<sup>rd</sup> private companies in the area that meet bus transportation requirements.</li> <li>During a conference call the applicant clarified the other possible options as being, 1. Check with the district if they have the capacity for busing the charter school students or 2. Buy their own buses and hire bus drivers. The applicant did</li> </ul>	Page 111

# 16. Food Service

The Food Service section should describe how the school will address these services for its student body.

#### Statutory Reference(s):

s. 1002.33(20)(a)(1)

#### **Evaluation Criteria:**

A response that meets the standard will present:

• A food service plan that will serve all students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard

Strengths	Reference
The applicant presents a food service plan that includes contracting	Page 113
with PCS food services.	

Concerns and Additional Questions	Reference

#### 17. <u>Budget</u>

The Budget section should provide financial projections for the school over the term of its charter.

#### Statutory Reference(s):

s. 1002.33(6)(a)(5); s. 1002.33(6)(b)(2)

#### **Evaluation Criteria:**

A response that meets the standard will present:

- Budgetary projections which are consistent with all parts of the application, including the school's mission, educational program, staffing plan and facility.
- A realistic assessment of the projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to monitor the budget and make adjustments as necessary.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	$\square$	

Strengths	Reference

Concerns and Additional Questions		Reference	
applic staffin	etary projections which are consistent with all parts of the ation, including the school's mission, educational program, ag plan and facility. The Start-up budget does not appear to include provisions for professional fees such as accounting. Cost per square foot seems high for out years. Has applicant conducted market comparison to determine if this is a competitive rental rate per square foot for this time of facility? (Example year 5 = 512,000/29,480 = \$17.36 per square foot)	See page 108 for details	
	Budget and staffing model does not appear to provide sufficient provisions for Plant operations. Year one allocates only a twenty hour per week plant operator to maintain 10,890 square feet. Likewise, year two and three budget allocates one 40 hour week plant operator for 16,280 and 21,670 square feet.		
A	Application refers to numerous supplemental online programs. For example, page 32 refers to an online resource Dreambox Learning and page 33 refers to a subscription to Discovery Streaming. The five year budget reflects a \$3,500 expense for a school wide subscription however no academic software expenses are reflected per student. It appears expenses are understated.	Page 119	
	The applicant states that it will Lease 75 computers for the first 3 years of operation. Does this include all building needs students, teaching staff and office staff administrative? How will the school manage assessing students with so few computers?		

11.5.a

#### 18. Financial Management and Oversight

The Financial Management and Oversight section should describe how the school's finances will be managed and who will be responsible for the protection of student and financial records.

#### Statutory Reference(s):

s. 1002.33(6)(a)(5); s. 1002.33(7)(a)(9); s. 1002.33(7)(a)(11)

#### **Evaluation Criteria:**

A response that meets the standard will present:

- A clear description of how the school's finances will be managed. The description must include assurances that the governing board retains ultimate control over the school's finances.
- A clear description of strong internal controls. The system of internal controls must be sufficient to safeguard finances.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	$\boxtimes$	

Strengths	Reference

Concerns and Additional Questions	Reference
• The applicant does not provide clear description of strong	
internal controls that is sufficient to safeguard finances. The	
applicant intends to outsource accounting services. As a	
result, it is unclear how they will provide strong internal	
controls relating to daily cash handling and proper segregation	
of duties.	

#### 19. Action Plan

The Action Plan should provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.

#### Statutory Reference(s):

s. 1002.33(7)(a)(16)

#### **Evaluation Criteria:**

A response that meets the standard will present an action plan that:

• Provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
$\square$		

Strengths	Reference
• A thoughtful and realistic implementation plan that action plan for the school opening is provided.	Page 127

Concerns and Additional Questions	Reference

#### 10/22/13 05:30 PM **Regular School Board Meeting** 301 Fourth Street SW

Largo, FL 33770

# Pinellas County Schools

#### SCHEDULED



#### **REQUEST FOR APPROVAL (ID # 4281)**

October 22, 2013

TO: MEMBERS OF THE SCHOOL BOARD OF PINELLAS COUNTY

- FROM: MICHAEL A. GREGO, Ed.D., SUPERINTENDENT
- SUBJECT: Request Denial of the Charter Application for Palm Harbor Montessori Charter School

#### BACKGROUND:

The initial application was timely submitted. State law mandates that charter school applicants use the Model Florida Charter School Application. The state model is similar to the application form that we have used in Pinellas in the past, but incorporates sections of the new law. The state also mandates its Florida Charter School Application Evaluation Instrument which we have used to analyze each application for a charter school.

The evaluation instrument is similar to the rubric that staff has used in past years. It includes nineteen (19) substantive sections, each with a provision for one of three conclusions: meets the standard, partially meets the standard, or does not meet the standard. The instrument provides for an overall assessment to deny or approve the application. A section for summary comments is also provided. This attachment will serve as the rationale for the recommendation.

Participants involved in this process varied based upon the level and type of student involved; curriculum and instruction proposed; auxiliary services such as transportation, facilities, or food service which might be involved; and possible legal implications. Responses were gathered for inclusion by Dot Clark, Director and Rick Wolfe, Senior Coordinator, Charter Schools and Home Education; Karen Coffey, Executive Director, Budget & Resource Allocation; and Heather Wallace, Assistant School Board Attorney. A copy of the original application is available in the school board office for review.

If the application is approved, negotiations will begin involving the operations of the charter school. Florida law requires various issues to be addressed in the charter itself. The charter will be signed by the governing body of the charter school and the school board following a public hearing at a school board meeting to ensure community input.

STRATEGIC DIRECTION/GOAL: Student Achievement

#### ALTERNATIVES:

- 1. Approve the charter application for Palm Harbor Montessori Charter School.
- 2. Do not approve the charter application for Palm Harbor Montessori Charter School.

#### **RECOMMENDATION:**

Alternative #2 is recommended.

RATIONALE:

Page 1
Packet Pg. 368

See attached Charter School application Evaluation Instrument for Palm Harbor Montessori Charter School. The overall assessment of the nineteen sections in the Evaluation Instrument is as follows:

Meets Expectations	Partially Meets	Does Not Meet	Not Applicable
Target Population	Mission, Guiding	Education Program	Education
and Student Body	Principles and Purpose	Design	Service
			Providers
Facilities	Student Performance,	Curriculum Plan	
	Assessment and		
	Evaluation		
Transportation	English Language	Exceptional	
	Leaners	Students	
Food Service	School Climate and	Budget	
	Discipline		
Action Plan	Governance	Financial	
		Management and	
		Oversight	
	Management		
	Employment		
	Student Recruitment and		
	Enrollment		

#### FISCAL IMPACT:

This school has projected a maximum enrollment of 300 students' grades 1 through 8 the first year increasing to 364 students in year two and finally 386 students in years three through five. At full enrollment in year one, the school will potentially reduce district funds by an estimated \$1,800,457. The estimated amount for year two is \$2,173,597. The corresponding amount for years three through five is an estimated three year total of \$6,884,634, with a cumulative financial impact of \$10,858,688.

# DATA SOURCE:

Kevin Smith, CPA, Associate Superintendent, Finance and Business Services Pam Moore, Associate Superintendent, Teaching and Learning Services Karen Coffey, Executive Director, Budget & Resource Allocation Behrokh Ahmadi, Ph.D., Executive Director, Assessment, Accountability and Research Dot Clark, Director, Charter Schools and Home Education Rick Wolfe, Senior Coordinator, Charter Schools and Home Education Janice Klimis, Gifted Programs Specialist Nancy Deane, Supervisor, Psychological Services Natasa Karac, K-12 ESOL Specialist Karri Wright, Resource Teacher David Koperski, School Board Attorney Heather Wallace, Assistant School Board Attorney

# <u>SUBMITTED BY:</u> Lori Matway, Associate Superintendent, Student and Community Services

#### ATTACHMENTS:

Palm Harbor Montessori 2013 Evalution (PDF) .

# Palm Harbor Montessori Florida Charter School Application Evaluation Instrument

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Weaknesses boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

The following definitions should guide the ratings:

Meets the Standard:	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
Partially Meets the Standard:	The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.
Does Not Meet the Standard:	The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice

# **OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST**

Would you recommend approval of this application for a public charter school? Explain your recommendation in the Summary Comments section, below.

DENY	APPROVE
$\boxtimes$	

Name of Person Completing Assessment: Dot Clark Date: 10/22/13

Title: Director of Charter Schools and Home Education

Signature: \_\_\_\_\_

Summary: Of the nineteen sections in the Evaluation Instrument the applicant scored:

• "Partially Meets"- 4

•

• "Does Not Meet"- 3

In the Organizational Plan the applicant scored:

- "Meets Expectations"- 0
- "Partially Meets"- 4
- "Does Not Meet" 0
- Not Applicable 1

In the Business Plan the applicant scored:

- "Meets Expectations"- 4
- "Partially Meets"- 0
- "Does Not Meet" 2

# I. Educational Plan

The education plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.

#### 1. Mission, Guiding Principles and Purpose

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.

#### **Statutory References:**

s. 1002.33(2) (a); s. 1002.33(2) (b); s. 1002.33(2) (c); s. 1002.33(6) (a) (1); s. 1002.33(7) (a) (1)

#### **Evaluation Criteria:**

A response that meets the standard will present:

- A compelling mission statement that defines the purpose and values of the school.
- A set of priorities that are meaningful, manageable and measurable, and focused on improving student outcomes.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	$\square$	
➤ The Mission of Palm Ha	rbor Montessori Charter School is	Page 1
to provide students in gra	ades one through eight a child-	
centered, community-ori	ented public school based in the	
scientific teachings of Dr	. Maria Montessori. The school is	
committed to providing	an environment where love of	
learning is celebrated, ed	ucational programs are	
individualized and creativ	vity abounds.	
Concerns and Additional Que	Reference	
$\succ$ The applicant states that	the Montessori curriculum is	Pages 1-7
aligned to the NGSSS &	CCSS, however, there is a question	
as to elements of the Mo	ntessori model concerning specific	
grade level expectations	for "manageable and measureable"	
student outcomes.		

#### 2. Target Population and Student Body

The Target Population and Student Body section should describe the anticipated target population of the school and explain how the school will be organized by grade structure, class size and total student enrollment over the term of the school's charter.

#### Statutory Reference(s):

s. 1002.33(10) (e); s. 1002.33(6) (b) (2); s. 1002.33(7) (a) (1); s. 1003.03

#### **Evaluation Criteria:**

A response that meets the standard will present:

- An understanding of the students the charter school intends to serve.
- If the applicant proposes to target certain populations, the projected student body should align with the overall mission of the school.

Mee	ets the Sta	ndard	Partially Meets	the Standard	Does Not Meet the Standard
	$\boxtimes$				
Strengths	3				Reference
> Tł	he school a	igrees to comp	oly with Florida's c	lass size	Page 11
re	quirement	s.			
					Page 11
,		t identified:			
School	School	Number of	Number of	Maximum	
Year	Grades	Students per Grade	r Students per Class	Enrollment	
1st Year	1-8	Grade Gr. 1-3 – 18	90 – 5 classes	244	
1st rear	10	per grade	154-7 classes	211	
		Gr. 4-8 - 22			
		per grade			
2nd	1-8	Gr. 1-3–18	144- 8 classes	364	
Year		per grade	220-10 classes		
		Gr. 4-8- 22			
3rd	1-8	per grade Gr. 1-3– 18	144-8 classes	386	
Year	10	per grade	242-10 classes	500	
		Gr. 4-8- 22			
		per grade			
4th	1-8	Gr. 1-3–18	144- 8 classes	386	
Year		per grade	242-10 classes		
		Gr. 4-8- 22 per grade			
5th	1-8	Gr. 1-3–18	144- 8 classes	386	
Year	- 0	per grade	242-10 classes	200	
		Gr. 4-8- 22			
		per grade			
		itional Quest			Reference
		L )	em aggressively high		Page 11
de	ecline of st	udent enrollme	ent in Pinellas Cou	unty.	

#### 3. Educational Program Design

The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

#### Statutory Reference(s):

s. 1002.33(7) (a) (2) Form Number: IEPC-M2 Rule Number: 6A-6.0786 May 2012 A response that meets the standard will present an educational program design that:

- Is clear and coherent;
- Is based on effective, research-based educational practices, teaching methods and high standards for student learning;
- Aligns with the school's mission and responds to the needs of the school's target population; and
- Presents evidence that the proposed approach will lead to improved student performance for the school's target population.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		$\square$
L	·	

$\checkmark$	The applicant will follow the same calendar as Pinellas	Page 12
	County Schools and will exceed the required instructional	
	hours.	Page 19 & 20
$\triangleright$	Montessori trained teachers will be required to become	
	highly qualified and hold Florida State certification.	

once	erns and Additional Questions	Reference
	"The Montessori classroom requires a large space because Montessori is materials-intensive and allows for movement." The school will need to ensure that the facility is large enough to meet these needs and is included in the budget projections.	Page 16
	The school combines students in multi-age classrooms (grades 1-3, 4-6, and 7-8). It cannot be determined how classroom teachers will meet individual students' needs and specific grade level requirements of the Common Core State Standards in the combined multi-age classroom. The importance of the 3 <sup>rd</sup> grade reading requirements is also a concern, especially with the combination of grades 1-3.	Pages 15- 17
	The applicant does not clearly explain how the specific needs of ESE students who require accommodations and modifications will be met in the multi-age classroom (see Section 6).	Page 15

#### 4. Curriculum Plan

The Curriculum Plan section should explain not only *what* the school will teach but also *how* and *why*.

#### Statutory Reference(s):

s. 1002.33(6)(a)(2); s. 1002.33(6)(a)(4); s. 1002.33(7)(a)(2); s.1002.33(7)(a)(4)

A response that meets the standard will present a curriculum plan that:

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is consistent with the school's mission, educational philosophy and instructional approach;
- Will enable students to attain Next Generation Sunshine State-Common Core State Standards and receive a year's worth of learning for each year enrolled; and
- Will be appropriate for all students at all levels.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard

Strengths	Reference
The applicant describes how the educational program aligns	
with the school's mission and educational philosophy.	

The applicant states that students work through three year	Page 15
cycles and "multi-age classrooms", but does not explain how teachers will address the targeted standards for each specific grade in the multi-age classroom (grades 1-3, 4-6, 7-8). It cannot be determined that students will be able to attain Next Generation State Standards-Common Core State Standards and receive a year's worth of learning for each year enrolled.	
<ul> <li>The applicant states that "The Internship/Placement Program is an integral part of the middle school experience" but does not clearly describe how the school will implement these programs. The following are areas of concern: Screening of businesses for JLA clearance, alignment to the curriculum, safety and liability associated with off-campus</li> </ul>	Page 42
jobs for minors, transportation of students.	Page 38
There is a lack of detail about the "week long field trip[s]", how these field trips are aligned the NGSSS & CCSS, and how students will make up lost instructional time (level 1 & 2 students who require a 90 minute block of uninterrupted reading instruction).	
<ul> <li>The applicant does not clearly describe the instructional plan for the students reading below level 3 and the "Intensive Reading Group[s]".</li> </ul>	Page 46
<ul> <li>The applicant describes the 90 minute block for level 1 and</li> </ul>	Pages 47 & 48

May 2012

11.6.a

	2 students but does not provide a description of the 90 minute block for level 3-5 students and grades 1 and 2 students who do not have FCAT levels.	
•	The applicant states that FCAT, FAIR, and CELLA results will provide data to target support in areas a student may struggle and will be "integrated seamlessly into the function of the Montessori classroom." There are no details on how data from these assessments will drive instruction and be integrated seamlessly into the classroom.	Page 28
Å	The applicant provides dated research of Montessori programs with three citations as recent as 2009, the remaining supporting research is dated from 1967-2007. Since 2009 there have been significant changes in education, especially in meeting specific grade level standards and assessment. Based on the information in this application, it is not clear how the Montessori model has adapted to these new requirements.	Pages 23-26

# 5. Student Performance, Assessment and Evaluation

The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.

#### Statutory Reference(s):

s. 1002.33(6)(a)(3); s.1002.33(7)(a)(3); s.1002.33(7)(a)(4); s.1002.33(7)(a)(5)

#### **Evaluation Criteria:**

A response that meets the standard will present:

- Measurable educational goals and objectives that set high standards for student performance.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- Assessment activities that are sufficiently frequent and a detailed plan to determine whether students are making adequate progress.
- Evidence that data will inform decisions about adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	$\square$	
Strengths		Reference
<ul> <li>Goals for reading, ma appropriate.</li> </ul>	thematics, and writing are	Pages 55 & 56
	Monitoring is aligned with the sment processes.	Pages 58 & 59
	ress monitoring methods based in	Pages 60 & 61
1 1	ent performance information with	Pages 60 & 61
<b>Concerns and Additional Ques</b>	stions	Reference
• Some of the goals and ob	jectives are not measurable and set	t l
high standards for studen	t performance.	D 54
Goal 4 for science lac	ks detail.	Page 56
page 59, the frequenc	ssessment is noted in the chart on y is not addressed nor are there data will be used to drive	Page 59
<ul> <li>instruction.</li> <li>There is a lack of spectruly benefit from and because some student</li> </ul>	cificity about "when a child might other year in a given classroom, ts remain and some move on from . Is this considered retention?	Page 57
	ce that data will inform decisions	
-		
<ul> <li>about adjustments to the educational program.</li> <li>➤ There is a lacks specificity concerning how data will inform educational decisions and drive instruction.</li> </ul>		Page 60

# 6. Exceptional Students

The Exceptional Students section should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

# Statutory Reference(s):

s. 1002.33(16) (a) (3)

# **Evaluation Criteria:**

A response that meets the standard will present:

• Clear description of the levels of service the school will provide to students with disabilities.

- A clear description of how the school will ensure that students with disabilities (SWD) will have an equal opportunity of being selected for enrollment.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student's unique needs.
- An appropriate plan for evaluating the school's effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projection.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		$\square$

$\triangleright$	Demonstrates understanding of MTSS (RtI) for contracting	Page 62-67
$\triangleright$	student services. Demonstrates an understanding of services for Gifted students.	Page 68

Conce	rns and Additional Questions	Reference
	The applicant indicates that the school will serve "students whose needs can be met in a separate classroom (less than 40% of instruction occurring in a class with non-disabled peers)". The following statements contradict this	Page 62
	requirement: • "PHMCS will be unable to accommodate students who require self contained classrooms (pg. 62)	Page 62
	<ul> <li>require self-contained classrooms (pg. 62).</li> <li>"Palm Harbor Montessori Charter Schools expects that exceptional students who require a low level of support would easily be accommodated within the model" (pg. 62).</li> </ul>	Page 62
	<ul> <li>"Students with special needs will only be referred to other schools within the district if the nature of the disability precludes education in a Montessori classroom" (pg. 62).</li> </ul>	Page 62
	<ul> <li>o "In the event that the disability does not preclude complete participation in the PHMCS classroom" (pg. 62).</li> </ul>	Pages 62
	These statements conflict with item B of this Section: Describe how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment in the charter school.	Page 64
$\checkmark$	The school cannot pick and choose, or "preclude' a student from "complete participation" because of a disability, they are required to provide FAPE.	Page 62
	The applicant states that "PHMCS will contract with the school district for those support services." This assumes that the school district will have the capacity to provide support services. It is suggested that the school also nber: IEPC-M2	

	consider contracting with outside service providers	
$\succ$	1-9 on pages 63 & 64 are the same 1-9 on pages 64 & 65.	
$\succ$	Although the applicant lists five (5) instructional	
	modifications which include Co-teaching, Support	Page 66
	facilitation, Direct instruction, Consultations, and Resource	
	classrooms, it is not clear how the multi-age classroom can	
	meet the needs of a variety accommodations and	
	modifications that students' IEPs may require. The applicant	
	fails to explain how, given the proposed staffing model, the	
	school will serve students whose IEP requires resource	
	services, and a student at the same grade level who may	
	require more individualized, direct instruction.	
	The school plans to hire its initial 1 or 2 ESE staff as	Page 67
	"enrollments require or as dictated by IEP's." And that	0
	"Additional ESE teachers or appropriate staff will be added	
	as enrollment or IEP's warrant." Given the issues identified	
	in this Section, there is significant concern that the need for	
	additional ESE staff is based on incorrect assumptions of	
	the school requirements to serve all students under FAPE.	
$\triangleright$	The applicant frequently refers to "modifications and	
	accommodations". Based on numerous statements in the	
		Pages 62-68
	application, it seems that the school only intends to serve	1 4903 02 00
	students whose disability would "require a low level of	
	support"; therefore, it cannot be determined if the school	
	will provide higher levels of support and/or modifications	
$\sim$	as may be required by a student's IEP.	
	The school projects 10% SWD population, and states that	Page 67
	the district's SWD population is 18%. The district SWD	I age 07
	population is 12%. There is no plan that addresses the	
	strong possibility that the school's SWD population may be	
N	larger than the projected 10%.	
	The Application contains a statement on page 88 that	Page 88
	additional ESE teachers will be hired if needed, however,	l'age oo
	the five year budget reflects that only one ESE teacher is	
	budgeted. Given that there is question as to the sufficiency	
	of the budget as presented, it does not appear that there will	
	be additional funds available to procure an additional ESE	
~	teacher if needed.	
	There are also statements in the application that indicate a	
	lack of basic understanding of statutes and regulations	
	regarding exceptional student education. For instance:	
	"The IEP team will consist of the student, the parents,	
	teacher, a special education teacher and potentially a district	
	representative and anyone else required by the family, school	
	or district." This statement does not demonstrate an	
	understanding of the required members of an IEP team	
	pursuant to Rule 6A-6.03028.	

"IEP team members will meet to determine if an IEP is necessary or if the matter might be resolved through a 504 plan. If the IEP is not necessary, the 504 plan committee will reconvene to determine appropriate intervention strategies. If an IEP is found to be necessary through testing and evaluation, then the team will decide what type of evaluation is best suited for the student." This statement seems to reflect confusion between the purposes of 504 plans and IEPs and appears to imply that they are almost interchangeable.

# 7. English Language Learners

The English Language Learners section should demonstrate an understanding of the requirements of the school to serve English Language Learner students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

# Statutory Reference(s):

s. 1002.33(10)

# **Evaluation Criteria:**

- Demonstrated understanding of state and federal requirements regarding the education of English language learner students.
- Sound plans for educating English language learner students that reflect the full range of programs and services required to provide all students with a high quality education.
- Demonstrated capacity to meet the school's obligations under state and federal law regarding the education of English language learner students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	$\square$	

Streng	yths	Reference	
	Annual English Language Proficiency Assessment for English Language Learners (ELL) meets the standards.	Page 70	
	The school has an ELL Committee to carry out the process of serving ELL students.	Page 69	
Conce	erns and Additional Questions	Reference	
	erns and Additional Questions Pinellas uses the CELLA online to assess English language proficiency. The requirement for testing of reading and	ReferencePage 72	
$\triangleright$	•		

Requirements for Exiting ELLs from the ESOL Program are not in compliance with <b>6A-6.0903</b> .
Monitoring requirements are not specific and required cycles of monitoring.
of monitoring.

#### 8. School Climate and Discipline

The School Climate and Discipline section should describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning.

#### Statutory Reference(s):

s. 1002.33(7) (a) (7); s. 1002.33(7) (a) (11); s. 1002.33(9)

#### **Evaluation Criteria:**

- A sound approach to classroom management and student discipline.
- Legally sound policies for student discipline, suspension, and dismissal.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	$\square$	

Strengths	Reference
PHMS will use the school district's Code of Conduct for	Pages 74-76
discipline matters.	

Concerns and Additional Questions	Reference
• The application lacks information that provides a clear understanding of policies for student discipline in the classroom.	
The applicant provides a vague description of a behavior plan that includes "peer problem-solving when possible". Additionally, "students who are out of control with stay with a teacher or sit alone until they can control themselves". It is not stated if this is part of a school-wide behavior plan. A more detailed behavior plan that addresses a wide variety of behaviors would be helpful for the reviewer, especially given the concern that the Montessori model may not meet the	Pages 74-76
<ul> <li>needs of all students.</li> <li>The applicant states "Teachers will work with the children to establish routines and procedures to promote security and ownership." The applicant does not explain what "routines</li> </ul>	Page 74
<ul> <li>and procedures" will promote safety and ownership.</li> <li>The school's Suspension Policy 8.1.1 does not define offenses that would result in suspension and differs from the district's suspension procedures in the district's Code of Conduct (pg. 74 of the application states that "PHMCS will</li> </ul> Form Number: IEPC-M2	Page 75

	use the district's Code of Conduct").	
$\triangleright$	The applicant does not address staff development or how	Pages 74-76
	teachers will be trained to deal with discipline issues.	
$\triangleright$	The applicant does not explain what is meant by	Page 8, Student Handbook
	"reassignment" on page 8 of the Student Handbook.	
$\succ$	"In the event that dismissal is necessary at PHMCS, the	
	decision will be made by the Principal in conference with the	
	teacher and the parents. Before reaching this point, many	
	interventions would be implemented to help the student and	
	the family. These measures may include:	
	Student/teacher conferences	
	Parent/teacher conferences	
	Out of school suspension	
	Probationary status letter	
	The reasons for dismissal would be as follows:	
	Attendance dismissal- In the event that a student incurs	
	more than 15 unexcused absences, a student may be	
	dismissed. Dismissal for this reason will depend upon the	
	reasons for absence and whether or not they can be	
	categorized as excused. To be excused, proper	
	documentation must be provided in a timely manner."	
	"Academic dismissal- If a student is academically	
	unsuccessful at PHMCS, intervention strategies like	
	parent/teacher conferences, tutoring, and academic	
	improvement plans as well academic probation will be	
	implemented. Dismissal will only occur if all strategies are	
	exhausted."	
	This does not reflect an understanding that students may	
	not be dismissed for reasons that are inconsistent with the	
	Pinellas County Code of Student Conduct. Students may	
	not be dismissed because of a lack of attendance or for	
	failure to achieve academically.	

# II. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school's governance and management priorities, what responsibilities various groups and people will have, and how those groups will relate to one another.

#### 9. Governance

The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.

#### Statutory Reference(s):

s. 1002.33(7) (a) (15); s. 1002.33(9)

#### **Evaluation Criteria:**

- Documentation of proper legal structure of the governing board, or a plan to organize in conformity with the laws of Florida.
- A clear understanding and description of the governing board's responsibilities.
- Evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to oversee a charter school.
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management.
- A sensible method for resolving disputes between parents and the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard

Strengths	Reference

Concerns and Additional Questions	Reference
Although the application itself indicates that the governing board	77-84, Appendix F
intends to comply with Florida Statutes, the governing documents	
of the governing board have several areas that are not in compliance	
with statutes.	
Article VII of the Articles of Incorporation is not incompliance with Section 286.011, Florida Statutes. This Article indicates that meetings may be held by electronic means of communication. Any meeting of the governing board must be held in public, with proper notification. If a member of the Board needs to appear by electronic means, there are particular statutes that address that requirement, but there must be a quorum present at the public meeting.	

Article IX of the Articles of Incorporation is not in compliance with Section 1002.33 (8) (e), Florida Statutes. The Article indicates that the property of the corporation may be distributed to other nonprofits upon dissolution of the corporation. However, all property purchased with public funds is to be returned to the School District and cannot be distributed.	
Article V of the Bylaws seems to imply that the Executive Committee of the Board has the power to manage assets. Actions of the Board are required to be taken at a publicly noticed meeting of the entire Board. A committee may not make Board decisions outside of the sunshine.	
Article XVI of the Bylaws is also not in compliance with Section 1002.33(8) (e) Florida Statutes with regard to dissolution as it contains the same provisions found in Article IX of the Articles of Incorporation.	
Language regarding Full Disclosure of Board Members on page 79 of the application and the Conflict of Interest Form attached as Exhibit F are not in compliance with Florida law. Section 1002.33 (26) (c), Florida Statutes, indicates that an employee of the charter school, or his or her spouse, may not be a member of the governing board of the charter school. The provisions of Section 112.313, Florida Statutes prevent the use of public funds for the purchase or lease of property, goods or services from any director, officer or employee of the school or the spouse, parent, child stepchild or sibling of any director, officer or employee, or from any business in which any officer or employee has an interest nor shall the charter school use any property, good or services purchased or leased with public funds for the private benefit or any person or entity, unless an exemption listed in Section 112.313(12) applies. The conflict of interest form provides a place for board members to acknowledge these things but not indicate it is prohibited.	

#### 10. Management

The Management section should describe how the day-to-day administration of the school's operations will be structured and fulfilled.

#### Statutory Reference(s):

s. 1002.33(7) (a) (9); s. 1002.33(7) (a) (14)

#### **Evaluation Criteria:**

- A management structure that includes clear delineation of the roles and responsibilities for administering the day-to-day activities of the school.
- A sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan aligned with the projected student enrollment.
- A sound plan for recruiting and retaining qualified and capable staff.

Meet the Standard	Partially Meets the Standard	Does Not Meet the Standard

Strengths	Reference
The application clearly describes the principal as the person responsible for day-to-day operation of the school.	Pg. 85
A description of the plan for recruitment and selection of the school principal is provided along with key competencies and a job description.	Pg. 86 and Appendix C
The application includes a description of the evaluation process.	Pg. 87
A detailed staffing plan is included.	Pg. 88 Appendix H
Staff recruiting strategies appears to be appropriate.	Appendix D

Concerns and Additional Questions	Reference
Although a recruiting strategy is presented it is unclear if the staff	Pg. 96
will be compensated enough to entice them to remain. The	
applicant states that the school <u>may</u> use the teacher salary schedule	
of PCS School as a salary guide.	
During a phone conference the applicant stated that the school would rely on the PCS's salary schedule in association with the	
budget restraints due to enrollment. This may affect the school's	
ability to recruit and retain the highly qualified staff that the	
applicant desires in a Montessori setting.	

#### 11. Education Service Providers

The term "education service provider" (ESP) refers to any number of organizations that contract with the governing board of a school to provide comprehensive services. The three major types of ESPs that serve charter schools are education management organizations, comprehensive school design providers, and virtual school management organizations. The Education Service Provider section should describe, if applicable, the contractual arrangement between the school's governing board and such a provider.

#### Statutory Reference(s):

s. 1002.33(7) (a) (9)

#### **Evaluation Criteria:**

A response that meets the standard will present:

- A persuasive explanation of the reasons for contracting with an education service provider.
- A persuasive explanation of how the proposed relationship with the ESP will further the school's mission.
- A clear description of the services to be provided by the ESP.
- A clear delineation of the roles and responsibilities between the school's governing board and the ESP.
- A clearly defined performance-based relationship between the school's governing board and the ESP.

Not Applicable	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
$\square$			

Strengths	Reference

Concerns and Additional Questions	Reference

#### 12. Employment

The Employment section should define the policies and procedures that frame the school's relationship with its staff.

#### Statutory Reference(s):

s. 1002.33(7) (a) (14); s. 1002.33(12)

#### **Evaluation Criteria:**

A response that meets the standard will present:

- A compensation plan that will attract and retain quality staff.
- Policies and procedures that hold staff to high professional standards or a sound plan for development of policies and procedures.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	$\square$	
Strengths		Reference

ottenguis	Reference
Policies and procedures that hold staff to high professional	Appendix D
standards is provided.	
Concerns and Additional Questions	Defense

Concerns and Additional Questions	Reference
• Does not provide a complete compensation plan that will attract and retain quality staff.	Pg. 96-99
<ul> <li>The applicant states that the school <u>may</u> use the teacher salary schedule of PCS School as a salary guide.</li> <li>The applicant does not verify its commitment to adhere to Senate Bill 736 requirements.</li> <li>During a phone conference the applicant stated that the school would rely on the PCS's salary schedule in association with the budget restraints due to enrollment. This may affect the school's ability to recruit and retain the highly qualified staff that the applicant desires in a Montessori setting. In addition, the applicant referred to Appendix C: Administration Observation Template, a state document, as evidence that the school will comply to the requirements.</li> </ul>	

# 13. Student Recruitment and Enrollment

The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.

# Statutory Reference(s):

s. 1002.33(7) (a) (7); s. 1002.33. (7)(a)(8); s. 1002.33(10)

# **Evaluation Criteria:**

Γ

- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	$\square$	

yths	Reference	
The application includes a reasonable description of the school's marketing and recruiting plan. Registration periods and provisions for conducting a lottery (should applicants exceed capacity) are clearly defined.	Pg. 103	
me and Additional Questions	Reference	

Concerns and Additional Questions	Reference
• A lottery process (should applicants exceed capacity) is mentioned but the process is not clearly defined.	Page 103
<ul> <li>A parent agreement must be signed before student admission and how would it be enforced? A copy is not included.</li> <li>During a phone conference, the applicant indicated that it was a form for the parents to acknowledge the schools mission and purpose. A copy of the signature only page was submitted later.</li> </ul>	Page 104 Appendix E Page 17 Appendix E page 16

# III. Business Plan

The Business Plan should provide an understanding of how the charter operators intend to manage the school's finances. It should present a clear picture of the school's financial viability including the soundness of revenue projections; expenditure requirements; and how well the school's budget aligns with and supports effective implementation of the educational program.

# 14. Facilities

Strengths

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

# Statutory Reference(s):

s. 1002.33(7) (a) (13); s. 1002.33(18)

#### **Evaluation Criteria:**

- A realistic plan for acquiring a facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school has access to the necessary resources to fund the facilities plan.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
$\square$		

Strengths	Reference
The school does not currently have a facility but presents a	Pg. 107
reasonable plan for acquiring one, including anticipated lease costs.	

Concerns and Additional Questions	Reference

#### 15. Transportation

The Transportation section should describe how the school will address these services for its student body.

#### Statutory Reference(s):

s. 1002.33(20)

#### **Evaluation Criteria:**

A response that meets the standard will present:

• A transportation plan that will serve all eligible students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard

Strengths	Reference
The school expects parents to provide transportation for their	Pg. 109
children and help establish a car-pooling system but stated that they	
will make transportation provisions for students as needed.	

Concerns and Additional Questions	Reference

# 16. Food Service

The Food Service section should describe how the school will address these services for its student body.

#### Statutory Reference(s):

s. 1002.33(20) (a) (1)

# **Evaluation Criteria:**

A response that meets the standard will present:

• A food service plan that will serve all students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
$\square$		

Strengths	Reference
The applicant will provide its own food services program through a	Pg. 110
qualified private vendor.	
Form Number: IEPC-M2	

Attachment: Palm Harbor Montessori 2013 Evalution (4281 : Request Denial of the Charter Application for Palm Harbor Montessori Charter

Concerns and Additional Questions	Reference

# 17. Budget

The Budget section should provide financial projections for the school over the term of its charter.

# Statutory Reference(s):

s. 1002.33(6) (a) (5); s. 1002.33(6) (b) (2)

#### **Evaluation Criteria:**

- Budgetary projections which are consistent with all parts of the application, including the school's mission, educational program, staffing plan and facility.
- A realistic assessment of the projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to monitor the budget and make adjustments as necessary.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		$\square$

Strengths	Reference

Concerns and Additional Questions	Reference
Start-up budget and five year budget includes an aggressive fundraising budget of \$20,000 during the planning year and a cumulative total of \$105,000 over the five year period. These dollars have not been raised and could be difficult to achieve. Operating (FEFP) budget should be kept separate from other funding sources.	
Five year revenue is inflated a cumulative total of \$214,104. State FTE funds include the ESE Guarantee allocation (See submitted revenue estimate worksheet).	
Year four and five expenses appear to be assuming school is ranked as high performing therefore district fees would be assessed at 2%. This assumption could under estimate expenses approximately \$46,000 each of the two years or a cumulative total of \$92,000.	
Revenue collections from providing food service appear to be inflated. Expenses are reflected considerably lower than revenue. This program may prove to be less of a revenue generating program	
Form Number: IEPC-M2	

11.6.a

than budget plan is assuming. Five year budget does not anticipate leasing or purchasing an adequate number of computers. According to the provided budget notes only the lease of 20 computers has been planned. With twelve teachers and 244 students anticipated 20 computers is inadequate to furnish the school. State requires one computer for every 5 students; therefore for the student population only there should be a minimum of 49 computers. Application states on page 112 that they estimate to lease furniture, fixtures, curriculum, textbooks, computers and equipment at an estimated annual lease cost of \$60,000. Five year budget does not appear to reflect those expenses accurately. Application states on page 113 that they estimate the back-office services to cost \$1,250 per month. Five year budget reflects a payroll expense for year one of \$8,000. Expenses are understated. Five year budget has no allocation for the purchase of any software. In summary, the application fails to present a realistic assessment of the projected sources of revenue and expenses.

# 18. Financial Management and Oversight

The Financial Management and Oversight section should describe how the school's finances will be managed and who will be responsible for the protection of student and financial records.

#### Statutory Reference(s):

s. 1002.33(6) (a) (5); s. 1002.33(7) (a) (9); s. 1002.33(7) (a) (11)

# **Evaluation Criteria:**

- A clear description of how the school's finances will be managed. The description must include assurances that the governing board retains ultimate control over the school's finances.
- A clear description of strong internal controls. The system of internal controls must be sufficient to safeguard finances.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		$\square$

Strengths	Reference

11.6.a

Concerns and Additional Questions	Reference
• A clear description of strong internal controls not provided	
relating to cash disbursements, cash handling, segregation of	
duties, and bank reconciliation. The application needs more	
comprehensive details relating to internal controls.	

#### 19. Action Plan

The Action Plan should provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.

#### Statutory Reference(s):

s. 1002.33(7) (a) (16)

#### **Evaluation Criteria:**

A response that meets the standard will present an action plan that:

 Provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard

Strengths	Reference
An action plan for school opening is provided in the application.	Page 116

Concerns and Additional Questions	Reference